

School of

[Continuing Education]

Fairfield University

Course Catalog

2001-2002

Applications and Information

For applications and additional information, please write or call:

School of Continuing Education

Dolan Campus

Fairfield University

1073 North Benson Road

Fairfield, CT 06430-5195

Telephone: (203) 254-4000 x4220

Fax: (203) 254-4106

E-Mail: CONED@Fair1.Fairfield.Edu

Web site: <http://www.fairfield.edu>

The provisions of this bulletin are not an irrevocable contract between Fairfield University and the student. The University reserves the right to change any provision or any requirement at any time.

Fairfield University admits students of any sex, race, color, marital status, sexual orientation, religion, age, national origin or ancestry, disability or handicap to all the rights, privileges, programs and activities generally accorded or made available to students of the University. It does not discriminate on the basis of sex, race, color, marital status, sexual orientation, religion, age, national origin or ancestry, disability or handicap in administration of its educational policies, admission policies, employment policies, scholarship and loan programs, athletic programs or other University-administered programs.

STUDENTS WITH DISABILITIES — It is Fairfield University's policy that no qualified disabled student shall, on the basis of disability, be discriminated against, excluded from participation in, or denied the benefits of any academic program, activities, or services. The University provides support services and arranges reasonable accommodations for disabled students. However, the University will not alter the essential academic elements of courses or programs. Students who require support services or other accommodations should contact the Director of Student Support Services, Dolan 210. Arrangements for appropriate accommodations may be made in a cooperative effort between the student, the faculty member, and student support services. The University may require documentation of learning disability.

Fairfield University complies with the "Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act." This report contains a summary of Fairfield University Security Department's policies and procedures along with crime statistics as required. Anyone wanting a copy of the report may obtain one by contacting Fairfield's Security Department at (203) 254-4090, or by stopping at the office in Loyola Hall, Room 2. The office is open 24 hours a day, 365 days a year.

The Title II Higher Education Reauthorization Act Report is available online at www.fairfield.edu/academic/gradedu/acadinfo.htm

SCHOOL
OF
CONTINUING EDUCATION
2001-2002



TELEPHONE NUMBERS

SCHOOL OF CONTINUING EDUCATION

General Information (203) 254-4220 or (888) 254-1566

Phone Registration (203) 254-4220 or (888) 254-1566

Academic Advising, Career Counseling (203) 254-4220

Leadership Center (203) 254-4170

Study Abroad (203) 254-4220

FAIRFIELD UNIVERSITY

Dial (203) 254-4000 and ask for extension:

Bursar – Student Accounts 2410

Student Services 2443

DIRECT LINES

Bookstore 254-4262

Campus Ministry 254-4050

Financial Aid 254-4125

Graduate School of Education 254-4250

The Leadership Center 254-4170

Library 254-4044

Computer Graphics Institute 254-4220

Recreational Complex 254-4140

School of Business, Charles F. Dolan 254-4070

School of Engineering 254-4147

School of Nursing 254-4150

Security / Parking Information 254-4090

Student ID Cards (Bannow G34) 254-4009

University Registrar 254-4288

Online Advising at sceadvise@mail.fairfield.edu

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The University

Fairfield University, founded in 1942, became the 26th institution of higher learning operated by the Jesuit Order in the United States — the inheritor of a tradition of learning and scholarship that dates back to 1540, when St. Ignatius Loyola founded the Society of Jesus on the principle of active service in the world.

Many Jesuits chose education as their field of service. A basic Jesuit principle, the striving for excellence, led them to create schools that have become renowned for their academic quality. Over the centuries, a Jesuit education has come to mean a high standard of academic and intellectual discipline within Judeo-Christian values.

The majority of Fairfield's faculty are lay people who represent many faiths and many creeds, and students are selected without regard to sex, race, color, marital status, religion, age, national origin or ancestry, disability or handicap. There is one common tie — a commitment to moral and spiritual values. This is the cornerstone of Fairfield's academic philosophy — the search for truth through learning.

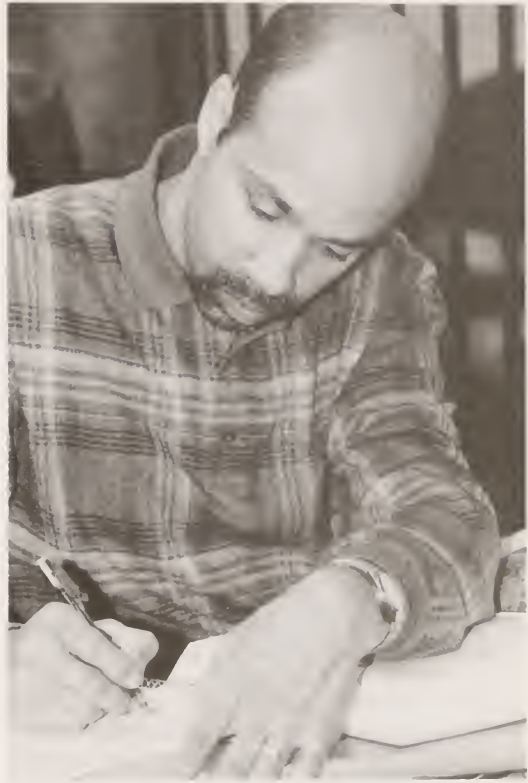
Fairfield University consists of the College of Arts and Sciences, the Charles F. Dolan School of Business, the School of Nursing, the Graduate School of Education and Allied Professions, the School of Continuing Education, and the School of Engineering.

The School of Continuing Education is located in the Dolan House, which is in the north end of the campus.

Fairfield's 200-acre campus is among the most beautiful in the country. Created from two large private estates, it retains a gracious, tranquil atmosphere. There are many wooded areas, lawns, gardens and pleasant walks, and, from several vantage points, a broad view of the blue waters of Long Island Sound.

General Education Core Curriculum

The goal of a Fairfield education is to develop the whole person: an intellectual being who can think clearly, accurately, dispassionately; a social being who cares about others and takes one's place in the world with them; a physical being who knows the laws, limitations, and beauty of the natural world; a spiritual being who seeks to make one's life express the truths of religion and philosophy.



Because Fairfield believes that a liberal education can achieve this goal, the University has developed a general education core curriculum that all undergraduates must take to acquire a broad background in all academic areas. No matter what the student's major or field of specialization, during the years at Fairfield he or she will take from two to five courses in each of five areas.

Within the framework of these five areas, each student has a number of options so that fulfilling the requirement can become a stimulating and enjoyable experience while providing the breadth of knowledge necessary for further studies, and for life as a well-educated human being.

The Mission of Fairfield University

Fairfield University, founded by the Society of Jesus, is a co-educational institution of higher learning whose primary objectives are to develop the creative intellectual potential of its students and to foster in them ethical and religious values and a sense of social responsibility. Jesuit education, which began in 1547, is committed today to the service of faith, of which the promotion of justice is an absolute requirement.

Fairfield is Catholic in both tradition and spirit. It celebrates the God-given dignity of every human person. As a Catholic university it welcomes those of all beliefs and traditions who share its concerns for scholarship, justice, truth, and freedom, and it values the diversity which their membership brings to the university community.

Fairfield educates its students through a variety of scholarly and professional disciplines. All of its schools share a liberal and humanistic perspective and a commitment to excellence. Fairfield encourages a respect for all the disciplines—their similarities, their differences, and their interrelationships. In particular, in its undergraduate schools it provides all students with a broadly based general education curriculum with a special emphasis on the traditional humanities as a complement to the more specialized preparation in disciplines and professions provided by the major programs. Fairfield is also committed to the needs of society for liberally educated professionals. It meets the needs of its students to assume positions in this society through its undergraduate and graduate professional schools and programs.

A Fairfield education is a liberal education, characterized by its breadth and depth. It offers opportunities for individual and common reflection, and it provides training in such essential human skills as analysis, synthesis, and communication. The liberally educated person is able to assimilate and organize facts, to evaluate knowledge, to identify issues, to use appropriate methods of reasoning, and to convey conclusions persuasively in written and spoken word. Equally essential to liberal education is the development of the aesthetic dimension of human nature, the power to imagine, to intuit, to create, and to appreciate. In its fullest sense liberal education initiates students at a mature level into their culture—past, present, and future.

Fairfield recognizes that learning is a lifelong process and sees the education that it provides as a foundation upon which its students may continue to build within their chosen areas of scholarly study or professional development. It also seeks to foster in its students a continuing intellectual curiosity and a desire for self-education that will extend to the broad range of areas to which they have been introduced in their studies.

As a community of scholars, Fairfield gladly joins in the broader task of expanding human knowledge and deepening human understanding, and to this end it encourages and supports the scholarly research and artistic production of its faculty and students.

Fairfield has a further obligation to the wider community of which it is a part, to share with its neighbors its resources and its special expertise for the betterment of the community as a whole. Faculty and students are encouraged to participate in the larger community through service and academic activities. But most of all, Fairfield serves the wider community by educating its students to be socially aware and morally responsible persons.

Fairfield University values each of its students as an individual with unique abilities and potentials, and it respects the personal and academic freedom of all its members. At the same time it seeks to develop a greater sense of community within itself, a sense that all of its members belong to and are involved in the University, sharing common goals and a common commitment to truth and justice, and manifesting in their lives the common concern for all others that is the obligation of all educated, mature human beings.

Accredited by the New England Association of Schools and Colleges, the University today offers complete programs of study in several schools: the College of Arts and Sciences, the Charles F. Dolan School of Business, the School of Nursing, the School of Continuing Education, the Graduate School of Education and Allied Professions, and the School of Engineering. Fairfield University offers men and women the advantages of a liberal education in a university atmosphere, and flexible programs that can make learning a personal experience.

Fairfield University admits students of any sex, race, color, marital status, sexual orientation, religion, age, national origin or ancestry, disability or handicap to all the rights, privileges, programs and activities generally accorded or made available to students.

Accreditation

Fairfield University is fully accredited by the New England Association of Schools and Colleges, which accredits schools and colleges in the six New England States. Accreditation by one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators.

The University holds memberships and/or is accredited/approved by the National Association of Independent Colleges and Universities, American Council for Higher Education, American Assembly of Collegiate Schools of Business, the AACSB—The Association to Advance Colleges for Teacher Education, American Council on Education, The Association of Continuing Higher Education, Association of Jesuit Colleges and Universities, The Commission on Accreditation of Marriage and Family Therapy Education of the American Association for Marriage and Family Therapy (AAMFT), and is also recognized by CORPA, Connecticut Association of Colleges and Universities for Teacher Education, Connecticut Conference of Independent Colleges, Connecticut Department of Higher Education, Jesuit Net, The Council for Accreditation of Counseling and Related Educational Programs (CACREP), The Council on Recognition of Postsecondary Accreditation (CORPA), National Catholic Educational Association, National League for Nursing, and New England Business and Economic Association.

Fairfield University complies with the Family Educational Rights and Privacy Act of 1974 (also known as the Buckley Amendment) that defines the rights and protects the privacy of students with regard to their educational records.

Catalog

The School of Continuing Education Catalog provides you with a wide array of information on credit and non-credit courses, certificate programs, on-line courses and Study Abroad opportunities. For a detailed schedule of specific courses offered by SCE, please see the course schedule published 3 times per year. Credit courses listed are offered through the School of Continuing Education.



The non-credit section includes the certificate program in professional development and business certificate programs.

The School of Continuing Education office of Study Abroad, in conjunction with Study Abroad Committee, plans and coordinates Study Abroad programs for part time and full time students. Several of the short term programs provide viable opportunities for the School of Continuing Education student to participate in an international learning experience.

Class Schedule

The School of Continuing Education courses are offered primarily in the evenings and weekends. SCE students may take day courses on a space available basis. Please note that some majors are offered only in the daytime.

Mission Statement

The School of Continuing Education fulfills Fairfield University's commitment to lifelong learning by providing a flexible and diverse curriculum for learners of all ages. The School uses the resources of a distinguished academic community to offer quality education that reflects the Jesuit tradition of scholarship, social justice and ethics.

A Message to Students

Lifetime learning has become a way of life. It is important at any age to stay connected to learning resources. Today's world mandates that we stay current on new technologies and information. Blunkett, in *Age of Learning* (1998), explains,

We are in a new age – the age of information and global competition. We have no choice but to prepare for this new age in which the key to success will be continuous education and the development of the human mind and imagination.

Successful adults have embraced the concept of learning for life. They understand the power of learning through life. Learning provides opportunities for personal growth and career advancement. Learning gives you the ability to develop a wider range of interests and creative abilities. Learning helps you to acquire new skills and shape your future.

Fairfield University's School of Continuing Education provides you with a variety of flexible learning options. The School offers the unique blend of a top-rated faculty who are experts in their fields and who care about students. Our support counselors work closely with you to help you.

Whether you need to earn a degree or certificate, or have a desire to further your learning, the School of Continuing Education can help you make the connection. For those of you who are considering returning to school and are unsure of where to begin, we have programs and services that will help you decide. If you want to be the best, then choose the best for your education.

You are invited to visit our campus where you will experience a wonderful sense of the energy, high quality standards and caring atmosphere, the perfect combination for a successful learning journey.

I look forward to meeting you and getting to know you. If you have questions or comments, please contact my office to arrange a meeting or send me an email at ewilson@mail.fairfield.edu, or contact our on-line advising service at sceadvise@mail.fairfield.edu. We are here for you.



Edna F. Wilson

Edna Farace Wilson, Ed.D.
Dean

SCHOOL
OF
CONTINUING EDUCATION
2001-2002

General Information

General Information

Office Hours

Monday - Thursday 8:30 a.m. - 7:30 p.m.
 Friday 8:30 a.m. - 4:30 p.m.
 Saturday 8:30 a.m. - 11:30 a.m.
 Weekend and summer hours may vary.

Registration

- You are encouraged to meet with an academic counselor before registering.
Note: If you are planning to take 12 credits or more, you must meet with an academic counselor prior to registration.
- If you are interested in taking classes, but not interested in applying for admission to Fairfield University, you may do so by completing the registration form and submitting it with your payment.
- Students from other colleges and universities who wish to transfer credits from Fairfield University should obtain prior written approval from those institutions.
- You may register directly with materials in the catalog, by fax (203) 254-4106, or by telephone (203) 254-4220 with a major credit card.
- If you are pursuing a degree at Fairfield University, you must consult with a counselor about your program of study.
- Those who wish to pursue a degree part-time, or non-credit certificate, should consult the relevant program section of this catalog.
- Registered nurses who intend to enroll in the B.S.N. program must notify the School of Nursing, (203) 254-4150.

Student ID

Students should obtain the new OneCard ID from the ground floor of Bannow.

- The ID card allows you access to a variety of University systems and services.
- It is your University library card.

- The regular hours for the OneCard office are 9 a.m. - 4 p.m., Monday through Friday. The office is open until 7 p.m. on Tuesday evenings.
- For more information call 254-4009.

Tuition and Fees

The Trustees of the University reserve the right to change tuition rates and make additional changes whenever necessary.

Undergraduate tuition, per credit hour

1-11 credits (e.g. 3 credits, \$990.00)	\$330.00
12 or more credits	\$615.00
Tuition, non-credit courses	variable
Registration fee (not refundable)	
Credit	\$25.00
Non-credit/audit	no registration fee
Laboratory or materials fee	variable
Change of course or section fee	\$10.00
Certificate fee	\$15.00
Matriculation fee	\$50.00
Promissory Note fee	\$25.00
Graduation fee	\$100.00
Transcript fee	\$4.00
Returned check fee	\$20.00
Audit fee, three-credit course	\$495.00
Late charge	\$25.00

- Full payment of tuition and fees, or authorization for billing a company or social service agency, must accompany registration. See "Reimbursement by Employer."
- The tuition for each non-credit course and any additional fee is shown under the course listing.
- With proper identification, a 25% discount in the tuition for all credit courses, (except tours and trips), is offered to citizens 62 years of age or older, the clergy, and members of religious orders.
- Payment may be made by check, money order, MasterCard, VISA or American Express.
- Make checks payable to Fairfield University.
- Tuition and fees are payable in full at the time of registration.

Deferred Payment

Deferred payment plans are available to students who take credit or non-credit courses. Those taking one and two-day programs are not eligible for these plans. Students must register in person and sign a promissory note. All notes are subject to the approval of the Office of the Bursar. Two plans are available. Students taking six or more credits pay one-fourth tuition plus all fees, including a \$25 processing fee at the time of registration. The balance is paid in three installments due for the Fall Semester on September 30, October 30, and November 30, and for the Spring Semester on January 30, February 28 and March 30. Students taking less than six credits or non-credit courses must pay one-half tuition plus fees upon registering. The balance is due for Fall on September 30 and for Spring on January 30. Students will not be invoiced. The copy of the promissory note is their statement. *Failure to honor terms of the note will prevent future deferred payments and affect future registrations.*

Reimbursement by Employer

- If you are eligible for company reimbursement, you must register in person, sign a promissory note and submit an original letter on company letterhead with the current date, your name and the company's commitment to pay for your charges or a portion thereof for the given semester.
- All notes are subject to the approval of the Office of the Bursar.
- Even if covered by reimbursement, all fees (registration, processing, lab or material) are payable at the time of registration.
- A guarantee of payment must be secured at the time of registration by MasterCard, VISA, or American Express.
- If the company offers less than 100% reimbursement unconditionally, you must pay the difference upon registration and sign a promissory note for the balance.
- Letters are accepted on a per semester basis.
- You must retain your registration receipt as proof of payment.
- Your grade report is proof of completion.
- Failure to pay before the next registration period will prevent future deferred payments and affect future registrations.

Veterans

Veterans may apply educational benefits to degree studies at Fairfield University. They should submit their file number to the Registrar's Office; this office will complete certification forms.

When registering, please be sure to complete the space on the registration form marked VA File Number. Veterans will pay tuition and fees to Fairfield University at time of registration and will be reimbursed by the Veterans' Administration.

Refunds

Refunds of tuition are calculated on the following schedule according to the postmarked date. Regularly scheduled courses:

14 - 15 week courses:

100%	before 1 st scheduled class
90%	before 2 nd scheduled class
80%	before 3 rd scheduled class
60%	before 4 th scheduled class
40%	before 5 th scheduled class
20%	before 6 th scheduled class
0%	after 6 th scheduled class

10 - 12 week courses and ASAP courses:

100%	before 1 st scheduled class
80%	before 2 nd scheduled class
60%	before 3 rd scheduled class
40%	before 4 th scheduled class
20%	before 5 th scheduled class
0%	after 5 th scheduled class

6 - 8 week courses:

100%	before 1 st scheduled class
60%	before 2 nd scheduled class
30%	before 3 rd scheduled class
0%	after 3 rd scheduled class

4 - 5 week courses:

100%	before 1 st scheduled class
50%	before 2 nd scheduled class
0%	after 2 nd scheduled class

- Fees will be refunded only if courses are closed or canceled.
- Refunds charged on MasterCard, VISA or American Express must be applied as a credit to the charge card account.
- Processing of refunds for canceled and/or dropped courses depends on date of payment and the receipt and processing of the withdrawal information.
- Refunds take 4 to 6 weeks to process.
- For Summer schedule of refunds, please see summer course schedule.

NOTE: For students receiving Title IV Federal Aid, please refer to the Financial Aid section of the catalog.

One-Day Workshops

- Withdrawals made less than four working days before the workshop are subject to a \$25 cancellation fee.
- If you fail to attend you are liable for the entire cost of the workshop.

Cancellation Process

If a course must be canceled due to low enrollment, the University Registrar will contact each student enrolled either by telephone or letter. Students may select another course or receive a full refund from the University.

Financial Aid

Forms and information about financial aid are available in the Financial Aid Office, Donnarumma Hall, room 241. Evening hours are available by appointment only. Call (203) 254-4125.

Scholarships

Alpha Sigma Lambda Scholarship—The William F. Murphy Award: Available to *matriculated* adult undergraduate continuing education students with a QPA of 2.0 or better. Sponsored by Alpha Sigma Lambda and named after the first dean of the School of Continuing Education, this scholarship is awarded on the basis of need. Deadlines: August 20 and December 15.

Alumni Association Scholarship: Available to matriculated adult undergraduate continuing education students with a QPA of 2.0 or better. Sponsored by the University Alumni Association, this scholarship is awarded on the basis of need. Contact the Financial Aid Office for deadline information.

Institute for Retired Professionals Scholarship: Available to matriculated adult undergraduate continuing education students with a QPA of 2.8 or better. Sponsored by The Institute for Retired Professionals, this scholarship is awarded on the basis of need. Deadlines: October 15 and March 15.

Applications for all scholarships are available in the Continuing Education Office or by calling (203) 254-4220.

- **Lifetime Learning Tax Credit and Hope Scholarship:** Speak to your accountant about reimbursement of education expenses.
- Scholarship information and applications are available in the Continuing Education Office or by calling (203) 254-4220.

Auditing

- Students who wish to attend an undergraduate course but do not want credit may register as an auditor.
- Auditors are not required to complete course assignments or take examinations.
- Credit students are given preference in limited enrollment courses.
- The fee for auditing is one-half the cost of a three-credit course.
- Records and grade evaluations are not maintained for auditors.
- The auditing option is not available for Intensive or otherwise specified courses.

Change in Credit Status

Any changes in credit status (from non-credit to credit or from credit to non-credit) must be made in writing before the third scheduled class. Students may choose earn a professional certificate in Business Management by choosing six credit courses and taking them for non-credit. Course schedules must be approved by the Associate Dean.

Library

The DiMenna-Nyselius Library contains an extensive and carefully selected collection of print and electronic resources which include over 300,000 bound volumes, more than 1,800 journals and newspapers, over 9,000 audiovisual items, and the equivalent of 96,000 volumes in microform. A particular strength is the selective but wide-ranging and up-to-date reference collection. The stacks are open to all students, with study space at individual carrels for over 900 students.

Hours:

Monday - Thursday	7:45 a.m. - midnight
Friday	7:45 a.m. - 10:30 p.m.
Saturday	9 a.m. - 9 p.m.
Sunday	10:30 a.m. - midnight

To contact the library for more information, call (203) 254-4044.

Library Database Access

Students may access most of the library's subscription database from any off-campus location. To use the access go to www.fairfield.edu/library/elecdb1.htm and click on Off-Campus Database Access. Students should use their university ID and personal PIN number to login. Choose from: Expanded Academic Index, Lexis-Nexis, Business & Company profiles, Groves Dictionary of Art, Online or Historic Abstracts and more. Research databases are available to current employees, faculty and students 24 hours a day, seven days a week. For more information contact the Library Circulation Desk at (203) 254-4044 ext. 2188.

Bookstore

Located in the Barone Campus Center

Monday - Friday	8 a.m. - 7 p.m.
Saturday and Sunday	11 a.m. - 4 p.m.

Extended hours are kept at the beginning of each semester.

Order your books online and have them shipped UPS to your home or place of business. www.efollett.com

Parking

- All vehicles must display a valid University vehicle registration permit.
- Permits may be obtained at the Security Department, Loyola Hall, Room 2, phone: (203) 254-4000 ext. 2745, or at the School of Continuing Education, Dolan House.
- A valid University ID or receipt of registration and a motor vehicle registration must be presented when registering a vehicle.
- Registration fees are included in the tuition for part-time students and students taking non-credit courses.
- A vehicle registration fee is charged to all full time students when they obtain their decals.
- Unauthorized vehicles in handicapped, fire lane or service vehicle spaces will be towed at the owner's expense.
- A number of parking spaces have been designated for handicapped persons throughout the campus. Vehicles of disabled persons displaying a current permit from either the state in which they reside, or a University handicapped permit, may park in these areas.
- A pamphlet detailing traffic and parking regulations is available at Security.
- Student Parking is limited to areas marked on the map inside the Vehicle Registration and Traffic Brochure.

Recreational Complex (RecPlex)

Membership in the RecPlex is available to all School of Continuing Education students. Part-time students pay a \$100 fee each semester. Full-time students pay a general student fee that includes a RecPlex membership.

Campus Ministry

Campus Ministry provides liturgies and retreats, counseling and spiritual direction, coordinates inter-faith and ecumenical religious events, coordinates community service and mission volunteer opportunities, fosters student-led ministries. All are invited to take part in celebrations at the Egan Chapel of St. Ignatius Loyola and other Campus Ministry activities. Call (203) 254-4000 ext. 3405 for more information.

Security

- Located in Loyola Hall, Room 2, the Security Department is authorized by Fairfield University to prevent, investigate, and report any violations of State or Federal Law and/or University regulations on campus.
- Officers conduct foot, bicycle and vehicular patrols of the campus and resident areas 24 hours a day, 365 days a year.
- The office is open 24 hours a day, 365 days a year.
- Any potential criminal act or other emergency should be directly reported to any officer or representative of the Security Department. Dial ext. 4090 or 254-4090 for immediate assistance.
- Emergency phones are located throughout campus to contact Security.
- It is the right of any member of the University community to contact the Fairfield Police Department to investigate any crime.
- Fairfield University complies with the "Jean Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act." This report includes statistics for the previous three years concerning reported crimes that occurred on campus; in certain off-campus buildings or property owned or controlled by Fairfield University; and on public property within, or immediately adjacent to and accessible from, the campus. The report also includes institutional policies concerning campus security, such as policies concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, and other matters.
- You can obtain a copy of this report by contacting the Fairfield University Security Department at (203) 254-4090 or by coming to the office.

FERPA

(Family Educational Rights and Policy Act)

See page 146.

Regina A. Quick Center for the Arts

The Quick Center for the Arts at Fairfield University is a multi-faceted facility that opened in 1990. It is situated in a continuously growing community that serves a large and ethnically diverse population, an ideal environment where the Center can grow while meeting the needs of the surrounding community. It houses the 740-seat Kelley Theatre, the 150-seat Lawrence A. Wien Experimental (Black Box) Theatre, and the Thomas J. Walsh, Jr. Art Gallery. The Center has quickly become known as one of the finest concert halls in this country.

Degrees

Associate in Arts (60 credits)

Usually earned by students as recognition of their academic progress. Most students continue on with the Bachelor's degree.

Bachelor of Arts

Awarded by College of Arts & Sciences

With Majors in:

- American Studies*
- Economics
- English*
- History*
- Philosophy
- Politics
- Psychology
- Religious Studies
- Sociology
- Visual and Performing Arts

Bachelor of Science

Awarded by College of Arts & Sciences

- Biology
- Chemistry
- Math
- Physics

Awarded by Dolan School of Business

- Accounting*
- Finance*
- Information Systems*
- Marketing*
- Management*

*May be earned through course work offered primarily in the evenings and weekends.

Bachelor of Science in Nursing

Awarded by School of Nursing

Bachelor of Professional Studies

Awarded by School of Continuing Education

An individual multi-disciplinary curriculum designed for mature students whose career goals cannot be fulfilled with one of the traditional majors. In this degree completion program, students may transfer up to 75 credits. Students may choose courses of interest and/or in the one of the following tracks.

BPS Tracks

Applied Ethics & Law

Behavioral Science

Information Technology

Fast Track to graduate programs MBA, MSN

Professional Communication

Credit Certificates (6-10 courses)

- Business Law & Ethics
- Computer Graphic Design
- Individually designed certificates
- Information Technology
- Interior Design
- Professional Communication
- Writing

Non-Credit Certificates

- Professional Leadership
- Business Management
- Computer Graphic Design
- Editing
- Human Resource Management
- Interior Design
- On-Line Technical Writing
- Writing

Course Numbering System

UNDERGRADUATE CREDIT

01-99	Introductory course
100-199	Intermediate course without prerequisites
200-299	Intermediate course with prerequisites
300-399	Advanced course (open to graduate students with permission)*

GRADUATE CREDIT

400-499	Graduate course (open to undergraduates with permission)
500-599	Graduate course

NON-CREDIT

01-199	Course without prerequisites
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*Graduate Students must achieve a grade of B or better

Career and Academic Counseling

- Counselors are available in the School of Continuing Education to help with career and academic counseling.
- Appointments can be arranged during the day or evening. Call (203) 254-4220 or toll-free (888) 254-1566.
- The Career Center, located in Dolan House, is open Monday through Thursday, 9 a.m. - 7:30 p.m., Friday 9 a.m. - 4:30 p.m., Saturday 8:30 a.m. - 11:30 a.m.
- You are encouraged to bring your past transcripts when you meet with an advisor.
- Matriculated students should see an advisor at least once a year for program review.
- On-line advising: sceadvise@mail.fairfield.edu

Tutoring Referrals

Students who need individual help may contact Dr. Marge Glick at (203) 254-4220 for tutoring or information on support groups.

Writing Center

The Center provides help with writing term papers. Call (203) 254-4000, ext. 2214 for an appointment.

Student Records & Transcripts

Fairfield University provides legitimate access to student records as defined by the Family Educational Rights and Privacy Act of 1974.

- Transcripts of completed courses and special requests for verification must be made in writing and are subject to a \$4.00 charge.
- Official transcripts are sent directly by the University, not transmitted by the applicant.
- You may request unofficial copies.
- You must request transcripts one week before the date needed. Transcript request forms are available in the Registrar's Office in Canisius Hall, Room 200.
- Student grade reports are sent out at the end of each semester.
- Non-credit records are retained for five years only.

Student Disabilities

The University provides support services and arranges reasonable accommodations for students with disabilities. However, the University will not alter the essential academic elements of courses or programs. Students who require support services or other accommodations should contact David Ryan-Soderland, Director of Student Support Services, Dolan 210. Arrangements for appropriate accommodations may be made in a cooperative effort between the student, the faculty member, and Student Support Services. The University requires documentation of a learning disability.

Request for Change of School

Part-time students who wish to enroll in the full-time day school of the University must first be matriculated within the School of Continuing Education and have completed at least two semesters of study (excluding intersessions) in the School of Continuing Education. A Request for Change of School form may then be submitted to the Associate Dean's office in the School of Continuing Education.

Upon approval, the student's file will be sent to the dean of the appropriate school (Arts and Sciences, Business, Nursing), who will review the student's request for admission.

The College of Arts and Sciences requires a minimum Q.P.A. of 2.0 or better for admission; the School of Business requires a Q.P.A. of 2.8. Please note that transfers to the School of Nursing are by special appointment only, and strictly dependent upon space availability. Students who wish to change from part-time to full-time status in nursing should first discuss this request with a counselor in the School of Continuing Education.

The School of Continuing Education offers:

Academic Services

- Academic Counseling
- College Skills Workshops
- Library tour
- Mathematics review
- Punctuation Workshop
- Tutoring referrals
- Writing Center

Career Services

- Career information
- Career seminars
- Career testing
- Career workshops
- Computer-aided job search
- Educational advising
- Employment listings on Web
- Individual counseling
- Resume consultation

ON-LINE ADVISING

sceadvise@mail.fairfield.edu

Need Help on Deciding What to do?

Free advising is available
over the phone, in-person or via email.

Call (203) 254-4220 or (888) 254-1566
or email sceadvise@mail.fairfield.edu

Academic Policies and Procedures

There is no formal application process for students who wish to enroll part-time through the School of Continuing Education. This provides a flexible, convenient option for students who wish to take only a few courses. Students who are planning to earn a degree or certificate should see a counselor in SCE prior to registering. First time students will be asked to complete the new student information form.

Matriculation

"Matriculation" is official enrollment in a degree program. After completing four courses at Fairfield University with a minimum 2.0 quality point average (QPA) and a "C" or better in each of the four courses, students are qualified for matriculation. The student should then complete a matriculation form and an immunization form, submit the matriculation fee, and have high school transcripts as well as any college transcripts sent to the School of Continuing Education.

It is highly desirable to matriculate and declare a major field of study as soon as all requirements have been met, for the following reasons:

- Academic requirements for the major will be fixed at the time of matriculation. If these requirements are changed by Fairfield University at a later date, students reserve the option of fulfilling the requirements in effect at the time of their matriculation.
- Upon matriculation, credits from other academic institutions will be reviewed and accepted if they meet the University's standards. As a rule, transfer credits should be less than 10 years old at the time of matriculation. The transfer of credits earned more than ten years before matriculation will be considered on a case by case basis.
- Once you have declared a major, the School of Continuing Education will inform you about special course offerings in your area of study.
- You must be matriculated to apply for financial aid. (A student who has not yet met all requirements for matriculation may request, with the help of a counselor, the status of "provisional matriculation." When approved, the student will be eligible to apply for financial aid.)

- Students who speak English as a second language may be required by Fairfield University to take a TOEFL (Test of English as a Foreign Language) examination. A minimum score of 550 on the exam is necessary for matriculation.
- Only matriculated students can be approved for independent study courses.
- Students must be matriculated before they receive credit for life experience learning.

Before matriculation, the student should meet with a School of Continuing Education counselor to discuss courses and a plan of study leading to a degree.

Until a student achieves matriculation status, he or she is classified as a "Special Student."

Provisional Matriculation

Provisional matriculation is available to students who plan to enter a degree program in the School of Continuing Education but who have not yet completed four courses. It enables students to apply for financial aid or provide immediate proof to their employers of enrollment in a degree program.

To provisionally matriculate the student submits the completed matriculation form, proof of immunization (attached to the form), official transcripts from both high school and any colleges attended, and the \$55 fee.

Graduation

In order to graduate, students must have completed all assigned courses and earned the required number of credits for their curriculum. Students who expect to complete degree requirements within the academic year should notify the School of Continuing Education office at least six months prior to the anticipated graduation date. Students must complete the Application for Graduation and submit the graduation fee.

School of Continuing Education graduates are invited to participate in Commencement, which is held in May. In order to participate, all academic requirements must be fulfilled and all fees paid. Students may also graduate in August or January, although no ceremony is held at these times. Students who graduate in August or January are welcome to participate in the subsequent May ceremony.

To graduate, students must attain a minimum of 120 credits for a Bachelor's degree (123 to 126 credits for a Bachelor of Science degree in Business and 123 to 128 credits for the Bachelor of Science in Nursing), or 60 credits for the Associate's in Arts. A Quality Point Average (QPA) of 2.0 for courses in the major and overall is required for graduation. (Accounting majors must maintain a 2.5 QPA.)

Honors at graduation are awarded for the following weighted QP averages computed for all courses:

Summa cum laude	3.85
Magna cum laude	3.70
Cum laude	3.50

Transcripts

Requests for Fairfield University transcripts must be made in writing to the University Registrar. Please enclose a check for \$4 per transcript with your request.

Academic Grievance

Procedures for review of academic grievances are meant to protect the rights of students, faculty, and the University by providing mechanisms for equitable problem solving.

Grievance procedures must be initiated within a reasonable period of time after the event, usually within one semester.

The student should first attempt to resolve any grievance with the faculty member. If the result is not satisfactory, the grievance should be documented and submitted to the Associate Dean in the School of Continuing Education together with any papers or tests in question, and any notes pertaining to conferences with the faculty member. The Associate Dean will serve as mediator to a fair solution of the grievance.

Academic Advancement

Each semester's course grades are computed into a weighted quality point average. To determine the QPA, multiply credits per course by quality points for the grade earned (A = 4.0, B = 3.0, C = 2.0, D = 1.0, F = 0) and divide by the number of credits attempted.

For academic advancement, the student must maintain a weighted QPA of 1.8. A QPA of 2.0 is required for graduation. Students who do not meet the standard of 1.8 will not be eligible to continue study until they have discussed their progress with a School of Continuing Education counselor. (See "ACADEMIC PROBATION" on page 24) The quality points per credit hour and numerical equivalency for letter grades are as follows:

	Quality Points (QP)	Numerical Equivalent
A	4.00	93-100
A-	3.67	90-92
B+	3.33	87-89
B	3.00	83-86
B-	2.67	80-83
C+	2.33	77-79
C	2.00	73-76
C-	1.67	70-72
D	1.00	60-69
F	0.00	0-59

Attendance

Students enrolled in the School of Continuing Education are expected to attend every class session. It is courteous to notify the instructor of a necessary planned absence. When students are unable to attend on the day of an examination, arrangements should be made in advance with the professor to take the examination on an alternate date.

Grades for Personal and Professional Enrichment Courses

The system of grading is different for each program area, although all are based on academic achievement. For specific information refer to the item on grading in the introduction to each program area, e.g., Undergraduate, Institutes, Certificate Programs. Visit the Personal and Professional Enrichment course section or our website www.fairfield.edu/program.htm.

“Incomplete” Grades

Students are expected to complete all course requirements by the end of the school term. An Incomplete (“I”) is issued when, due to an unforeseen event, a student is unable to complete course requirements by this deadline. The student must prearrange with the professor to complete course requirements within 30 days of the beginning of the next regular semester. If not completed after the 30-day extension, the “I” will become an “F”.

No change of grade will be processed after a student has graduated. Any request for the change of an earned letter grade is at the discretion of the original professor of the course and must be recommended in writing to the Dean by the professor of record within one calendar year of the final class of the course, or before graduation, whichever comes first.

A student may request an extension of the one-year deadline from the Dean of their school if he/she can provide documentation that extenuating circumstances warrant an extension of the one-year deadline. Such an extension may be approved only if the professor of record agrees to the extension and an explicit date is stipulated by which the additional work must be submitted.

Repeat Course Policy

When a student repeats a course that was failed, the new grade will be recorded. Quality points will be averaged into the cumulative average, and the credits will count toward the degree. The original failing grade will remain on the transcript and be calculated into the cumulative average.

When a student repeats a course for which he or she has obtained a passing grade, the new course and grade will be recorded on the transcript with the notation “repeat course.” The credit will not count toward the degree. The original grade will remain on the transcript.

School of Continuing Education Information

Academic Requirements for Degrees Bachelor of Arts/Bachelor of Science

The distribution of the 120 credits (40 courses) required in the School for the Bachelor’s degree is:

A. Core Areas

Humanities	12 courses (36 credits)
English	2 courses (one in Composition, one in Literature)
History	2 courses, one of which must be HI 30, Foundations of Modernization in the West
Philosophy	1 course
Religious Studies	1 course
PH/RS/AE	1 course chosen from any of these disciplines
Visual and Performing Arts	2 courses, one of which may be a studio course
Humanities	3 courses
Social Sciences	4 courses (12 credits), from at least 2 of the following disciplines: Anthropology Economics (Business majors must take EC 11 & EC 12) Politics Psychology Sociology
Natural Sciences and Mathematics	4 courses (12 credits), at least 1 science and 1 math from: Biology Chemistry Physics Mathematics (Specific math and science courses are required for certain majors.)

B. Majors

Majors, or areas of concentration, have requirements specified by the respective academic departments of the University. More detailed information about majors in Business, Liberal Arts, and Nursing may be obtained upon request from the counseling staff of the School of Continuing Education.

Available majors include:

- American Studies
- Business Majors in:
 - Accounting
 - Finance
 - Information Systems
 - Management
 - Marketing
- English
- History
- Nursing
- Politics
- Professional Studies
- Psychology
- Religious Studies
- Sociology
- Visual and Performing Arts:
 - Art History
 - Studio Art

For the above majors, all or most of the required courses are offered in the evening as well as during the day so that working adults can take courses on a schedule that fits with their work hours. Other majors for which courses are provided only on a daytime schedule are available through the School of Continuing Education for students who can take major courses during the day. Consult the counseling staff if you are interested in a major not listed above.

C. Electives

Electives are chosen to pursue an interest, supplement the major, or to complete a minor. The number and distribution of electives vary according to degree and major.

Diversity Requirements

U.S. Diversity

In order to help students develop a critical consciousness of self and society, all undergraduates are required to select one course that gives significant treatment to aspects of diversity and pluralism in U.S. society. Such courses will explore in a systematic manner connections between race, class, and gender and will examine issues of privilege and difference in US society. Additional aspects of diversity—including religion, sexual orientation, and ethnicity—may also be considered. Approved courses will be designated by a special symbol in each semester's course schedule booklet. This requirement will not add credit hours or an extra course to a student's degree program, for a student will be able to select a designated diversity course from among core requirement courses, major courses, or electives.

World Diversity

In addition to the U.S. diversity course, a world diversity course is also required of all undergraduates. This course focuses on a non-Western culture or society, exclusive of Europe and the United States, and their literary, artistic, musical, religious, philosophical, political, economic, or social traditions. Though courses primarily emphasizing North American and European topics will not count toward this requirement, courses focusing on Native American, Russian, and pre-Columbian or Latin American cultures can meet the requirement. Core language courses do not meet this requirement while literature and culture courses may satisfy it. Moreover, such a course will not emphasize international relations or business relations vis-à-vis Europe or the United States. A study abroad experience may satisfy this requirement if it meets with the spirit and letter of this proposed mission statement.

Associate in Arts in General Studies

Students admitted to the Associate in Arts in General Studies Program must have been away from full-time study for 5 or more years. The degree is usually earned by students as recognition of their academic progress. Most students continue on with the Bachelor's degree. The distribution of 60 credits (20 courses) required of candidates for the Associate in Arts is:

General Education Core Areas

Humanities	8 courses (24 credits)
English	2 courses (1 in Composition, 1 in Literature)
Visual and Performing Arts	1 course
History 30	1 course
Philosophy	1 course
Religious Studies	1 course
Humanities	2 courses
Social Science	3 courses (9 credits)
	From at least 2 disciplines: Anthropology Economics Politics Psychology Sociology
Natural Sciences and Mathematics	3 courses (9 credits)
	At least 1 math & 1 science from: Biology Chemistry Mathematics Physics
Electives:	6 courses (18 credits)

All classes must be lower division courses (200 level or below). Learners with the long-range goal of obtaining a baccalaureate degree are encouraged to complete prerequisite courses for majors through the General Education Core and the Electives.
See page 25.

**Bachelor of Arts/Bachelor of Science
in Professional Studies**

An individualized, multi-disciplinary curriculum has been designed for mature students with considerable life work experience whose personal and career goals cannot be fulfilled through one of the traditional majors. Professional studies degree may be earned through course work offered primarily in the evenings and weekends.

In addition to completion of all general education core requirements, the professional studies major requires a concentration of 10 upper level courses, selected in consultation with a faculty advisor, from four disciplines and at least two of the following broad areas of study: Humanities, Social Sciences, Mathematics, Science, Business, and Professional. It also requires a senior thesis or project to synthesize the student's multidisciplinary studies. See page 26.

Second Major

Students have the option of pursuing a second major area of study. The courses must meet the stated requirements of the major and must be approved by the chair of the department. A Double Major form is available in the Continuing Education office.

Minor

In addition to completing a major, students may exercise the option of selecting a minor area of study. A minor usually requires 15 to 18 credits. A Minor Application form is to be filed with the School of Continuing Education and the relevant academic department.

Independent Study

The Independent Study option is available in most departments to students who wish to examine a subject in depth for which no course is available. Independent study is conducted under the guidance of a faculty member. Students wishing to complete an Independent Study must be matriculated, in good standing, and have completed at least 60 credits. The independent study application form is available in the office of School of Continuing Education. Students must complete the form and receive the approval of the faculty member under whose direction they wish to study. The maximum number of credits awarded is four credits for one course, and no more than nine credits in total may be earned by independent study. Students must register for Independent Studies within the first month of the semester.

Residency Requirements

Students in a Bachelor's of Professional Studies must complete 45 credits at Fairfield University. All other majors must complete at least 60 credits at Fairfield University. In both cases the students must take their last 30 credits preceding graduation at Fairfield University. Students in the Associate in Arts must complete 30 credits at Fairfield University in lower division courses as well as the last 15 credits proceeding graduation.

Credit for Prior Learning

ADVANCED PLACEMENT EXAMS - HIGH SCHOOL (AP)

While in high school, some students pursue one or more college-level Advanced Placement courses. Fairfield University will award three or four hours credit towards graduation for each Advanced Placement course taken by a student provided that the student has, 1) taken an Advanced Placement test prepared by the College Entrance Board program and, 2) obtained a test score of 4 or 5. It is at the discretion of College/School officials to determine if such advance placement credits can be used to exempt students from specific University courses or requirements. Normally, AP credit will not exempt a student from requirements in his/her major. **NOTE:** No student will be awarded more than a total of 15 advanced placement credits by Fairfield University.

COLLEGE EQUIVALENCY EXAMS

Credit may be granted for specific college-level learning gained through self-education or non-collegiate sponsored instruction. Fairfield University is a participating institution in accepting approved CLEP (College Level Examination Program) and Excelsior examinations for credit. Both of these standardized examination programs are designed to let students demonstrate proficiency in various college-level subjects. The Regents examinations are generally taken by nursing students.

A counselor should be consulted about applicable examinations prior to taking any CLEP or Excelsior exams. The University also accepts the evaluations of the American Council on Education and grants credits for programs comparable to its curriculum.

PORTFOLIO CREDIT FOR LIFE EXPERIENCE LEARNING

Matriculated students may choose the portfolio assessment process as a means of receiving credit for non-collegiate sponsored learning or life experience where there are no CLEP or Excelsior examinations. An evaluation process of the documented learning is necessary. Portfolio must be submitted to the Dean's Office **a minimum of one semester prior to anticipated graduation date.** See a counselor for complete information.

Transfer Credit

Fairfield University will accept transfer credits from other accredited institutions of higher education which are members of the Commission on Higher Education. Records submitted are subject to formal evaluation. Courses will be accepted on the basis of a satisfactory academic record (C or better) and equivalence to Fairfield University courses.

Credits accepted from universities which use the quarterly system will be translated to the semester system as follows: each quarter credit is equal to two-thirds of a semester credit.

Validation by examination or departmental review is required of any business course credits to be transferred from a college not accredited by the AACSB International-The Association to Advance Collegiate Schools of Business) college. The validation requirement will be noted on worksheets sent to students after Fairfield University reviews transfer credits. Evaluation will be done by the department in the Charles F. Dolan School of Business that offers the course under review.

The statute of limitations for courses applicable to the Business major is ten years prior to matriculation. Only courses and credits transfer; grades do not.

NOTE: The final 30 credits of a Bachelor's degree program must be taken at Fairfield University. Transfer credit for courses taken at other institutions will not be approved for matriculated students who are completing their final 30 credits.

Transfer students in the Associate in Arts degree program must complete a minimum of thirty credits at Fairfield University; those transferring into a Bachelor's degree program must complete a minimum of sixty credits at Fairfield University except for the BPS, which requires 45 credits earned at Fairfield University.

Official transcripts, including high school transcripts and GED certificate, should be sent to:

School of Continuing Education
Dolan House
1073 North Benson Road
Fairfield University
Fairfield, CT 06430

Remember to include maiden name, as necessary, and current address.

Credit Earned Elsewhere by Matriculated Students

Any courses taken at another institution must be preapproved by the Dean of the student's school to be eligible for transfer credit. Only credits (not grades) are transferable. For each approved course taken at another institution, credits will be accepted in transfer only if the student has earned a grade of "C" or better (2.00 GPA and a numerical equivalency of no lower than 73) in that course. Official transcripts should be forwarded to the Dean upon completion of preapproved coursework at other institutions.

Permission to take courses elsewhere is granted only when the student can demonstrate compelling reasons to do so.

In all cases, the following restrictions apply:

- (1) Of the 120 or more credits required for the bachelor's degree, a minimum of 60 of those credits must be earned at Fairfield University.
- (2) The last 30 credits earned toward a student's degree must be completed at Fairfield University or through a program that issues Fairfield University course credit (e.g., Fairfield's study abroad program in Florence, Italy).

Academic Honesty

Fairfield University's primary purpose is the pursuit of academic excellence. Teaching and learning must occur in an atmosphere of mutual trust and respect. Such trust and respect can be developed and maintained only if truth and honesty prevail in the academic community. It is the shared responsibility of all members of the University community to maintain a climate of honesty. Administrators, faculty, and students all benefit from the pursuit of academic excellence in an environment characterized by integrity, honesty, and mutual respect. Such community integrity is fundamental to, and an inherent part of, Jesuit education.

In keeping with this need for community integrity, students are expected to be honest in their academic work. The University reserves the right to penalize any student whose academic conduct at any time is, in its judgment, detrimental to the University.

Acts of Dishonesty

Students are sometimes unsure of what constitutes academic honesty. In all academic work, students are expected to submit materials that are their own. Examples of dishonest conduct include, but are not limited to, the following:

- cheating, i.e., copying examination answers from materials such as crib notes or another student's paper
- Collusion, i.e., working with another person or persons when independent work is prescribed
- inappropriate use of notes
- falsification or fabrication of an assigned project, data, results, or sources
- giving, receiving, offering, or soliciting information in examinations
- utilization of previously prepared materials in examinations, tests, or quizzes
- destruction or alteration of the work of another student
- the multiple submission of the same paper or report for assignments in more than one course without the prior written permission of each instructor
- plagiarism: the appropriation of information, ideas, or the language of other persons or writers and the submission of them as one's own to satisfy the requirements of a course. Plagiarism thus constitutes both theft and deceit. Assignments (compositions, term papers, computer programs, etc.) acquired either in part or in whole from commercial sources or from other student's and submitted as one's own original work, will be considered plagiarism.
- the unauthorized recording, sale, or use of lectures and other use of instructional materials

In the event of such dishonesty, professors are to award a grade of zero for the project, paper or examination in question, and may record an "F" for the course itself. When appropriate, expulsion may be recommended. Moreover, a notation of the event is made in the student's file in the Dean's office. Any faculty member encountering an academic offense such as, but not limited to, those listed above will file a written report with his or her dean, indicating reasons for believing the student has committed an academic offense, and indicating the proposed academic sanction. The student will receive a copy. If the student is in a school other than that of the faculty member, a copy will be sent to the dean of the student's school. The student may, within 30 days following receipt of the faculty member's letter, request that the dean investigate the allegations and meet with the party (parties) involved. The dean will issue a written determination within two weeks of the meetings, with

copies to the student and the professor. If the student requests an appeal to the Academic Vice President, an Academic Dishonesty Advisory Council will be convened.

Academic Probation

The purpose of academic probation is to alert the student and the institution to problems associated with the student's academic performance and to recommend or implement strategies to improve the student's level of academic performance. The continuation of poor academic performance will result in dismissal of the student.

Any student whose QPA for a single semester falls below 1.8 is considered to be on academic probation. If a student fails to achieve the minimum level of academic performance for a second consecutive semester, he or she will be dismissed from the University.

Any student whose overall cumulative QPA falls below 1.8 at the end of the fall or spring semester will be placed on academic probation for the following semester. The student will be removed from academic probation at the end of that following semester if his or her overall cumulative QPA is at or above 1.8. At the end of an intersession or summer session, the student can petition for removal from academic probation if work performed during that session raises their overall QPA to 1.8 or above.

University policy states that any student whose semester QPA falls below 1.8 for two consecutive semesters will be dismissed from the University. Therefore, in any semester that a student's QPA falls below 1.8, that student will receive a written warning from the dean's office, notifying the student that his or her academic career is in jeopardy, and the student will be referred to the School of Continuing Education for a counselor.

Academic Dismissal

Students who incur an academic failure in any of the following classifications are liable to separation from the University:

1. A student who at the end of a semester has received the grade of "F" in three or more courses.
2. A student who at the end of an academic year has received the grade of "F" in three or more courses.
3. A student who, while on academic probation and enrolled full-time (i.e., attempting a minimum of 12 credit hours), proceeds to earn a semester GPA below 1.80.

Students who have been dismissed from the University for reason of academic failure are normally expected to remain away for at least a full semester (fall or spring) before seeking readmission. Such individuals lose all entitlement to institutionally funded financial aid.

Withdrawals

Procedure:

- Students who wish to withdraw from a class must submit a signed, written request before the 8th week of class for a full semester course.
- Students registered for an ASAP course who wish to withdraw from a class must submit a signed, written request before the 6th class meeting.
- The official date of withdrawal and any refund will be based on the date the Registrar's Office receives the written request (if by mail, date of postmark).
- Failure to attend class or merely giving notice to an instructor is not an official withdrawal and may result in a penalty grade being recorded for the course.
- Changes in registration, including withdrawal, are not accepted by telephone.

Academic Liability:

- Students who officially withdraw from a course before midterm will be given a non-punitive grade of W.
- Students who do not complete the official withdrawal notice will receive an automatic grade of "F" (failure) in the course concerned.

Associate in Arts Degree

20 Courses

60 Credits minimum

Required courses

	Fairfield University	Transfer		Fairfield University	Transfer
HUMANITIES (8 courses)			MATH & SCIENCE (3 courses)		
English 11	<input type="checkbox"/>	<input type="checkbox"/>	1 Science & 1 math required:		
English 12	<input type="checkbox"/>	<input type="checkbox"/>	Biology	<input type="checkbox"/>	<input type="checkbox"/>
History 30	<input type="checkbox"/>	<input type="checkbox"/>	Chemistry	<input type="checkbox"/>	<input type="checkbox"/>
Philosophy	<input type="checkbox"/>	<input type="checkbox"/>	Math	<input type="checkbox"/>	<input type="checkbox"/>
Religious Studies	<input type="checkbox"/>	<input type="checkbox"/>	Physics	<input type="checkbox"/>	<input type="checkbox"/>
Visual & Performing Arts	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
			_____	<input type="checkbox"/>	<input type="checkbox"/>
*Humanities Electives:			GENERAL ELECTIVES (6 courses)		
1. _____	<input type="checkbox"/>	<input type="checkbox"/>	1. _____	<input type="checkbox"/>	<input type="checkbox"/>
2. _____	<input type="checkbox"/>	<input type="checkbox"/>	2. _____	<input type="checkbox"/>	<input type="checkbox"/>
<i>*Select from above or Communications or Modern Languages</i>			3. _____	<input type="checkbox"/>	<input type="checkbox"/>
SOCIAL SCIENCE (3 courses)			4. _____	<input type="checkbox"/>	<input type="checkbox"/>
Select from 2 disciplines:			5. _____	<input type="checkbox"/>	<input type="checkbox"/>
Anthropology	<input type="checkbox"/>	<input type="checkbox"/>	6. _____	<input type="checkbox"/>	<input type="checkbox"/>
Economics	<input type="checkbox"/>	<input type="checkbox"/>			
Politics	<input type="checkbox"/>	<input type="checkbox"/>	• Diversity requirement (see page 20)		
Psychology	<input type="checkbox"/>	<input type="checkbox"/>	All courses must be at 200 level or below		
Sociology	<input type="checkbox"/>	<input type="checkbox"/>			

Students are advised to meet with an academic counselor for program planning.

Bachelor of Professional Studies

40 Courses (up to 75 transfer credits)

120 Credits minimum

University Core Curriculum

	Fairfield University	Transfer		Fairfield University	Transfer
HUMANITIES (12 courses)			MATH & SCIENCE (4 courses)		
English 11	<input type="checkbox"/>	<input type="checkbox"/>	1 Math & 1 Science required:		
English 12	<input type="checkbox"/>	<input type="checkbox"/>	Biology	<input type="checkbox"/>	<input type="checkbox"/>
History 30	<input type="checkbox"/>	<input type="checkbox"/>	Chemistry	<input type="checkbox"/>	<input type="checkbox"/>
History	<input type="checkbox"/>	<input type="checkbox"/>	Physics	<input type="checkbox"/>	<input type="checkbox"/>
Philosophy	<input type="checkbox"/>	<input type="checkbox"/>	Math	<input type="checkbox"/>	<input type="checkbox"/>
PH/RS/AE	<input type="checkbox"/>	<input type="checkbox"/>	• Diversity requirement (see page 20)		
Religious Studies	<input type="checkbox"/>	<input type="checkbox"/>	MAJOR REQUIREMENTS		
Visual & Performing Arts	<input type="checkbox"/>	<input type="checkbox"/>	GS 399	<input type="checkbox"/>	<input type="checkbox"/>
Visual & Performing Arts Lecture	<input type="checkbox"/>	<input type="checkbox"/>	10 upper division courses — Must be selected from at least 2 general areas and 4 different disciplines		
Humanities Electives:			GENERAL AREA 1		
1. _____	<input type="checkbox"/>	<input type="checkbox"/>	Discipline 1 _____	<input type="checkbox"/>	<input type="checkbox"/>
2. _____	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
3. _____	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
SOCIAL SCIENCE (4 courses)			_____	<input type="checkbox"/>	<input type="checkbox"/>
Select from 2 disciplines:			Discipline 2 _____	<input type="checkbox"/>	<input type="checkbox"/>
Anthropology	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
Economics	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
Politics	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
Psychology	<input type="checkbox"/>	<input type="checkbox"/>	Discipline 3 _____	<input type="checkbox"/>	<input type="checkbox"/>
Sociology	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	Discipline 4 _____	<input type="checkbox"/>	<input type="checkbox"/>
			_____	<input type="checkbox"/>	<input type="checkbox"/>
			_____	<input type="checkbox"/>	<input type="checkbox"/>
			FREE ELECTIVES (9 courses)		

Bachelor of Professional Studies

Areas for the upper division courses

I. HUMANITIES

Disciplines:

Applied Ethics
Art
Music, Theatre, Film
Communication
English
History
Language
Philosophy
Religious Studies

II. SOCIAL SCIENCE

Disciplines:

Anthropology
Economics
Politics
Psychology
Sociology

III. MATHEMATICS & SCIENCE

Disciplines:

Biology
Chemistry
Computer Science
Mathematics
Physics

IV. PROFESSIONAL

Disciplines:

Accounting
Engineering
Finance
Information Systems
Management
Marketing
Nursing

V. OTHER

Interior Design

Tracks:

Applied Ethics & Law
Behavioral Science
Fast track to graduate school MBA, MSN
Information Technology
Professional Communication

Students are advised to meet with an
academic counselor for program planning.

Continuing Education Courses

GS 11 Introduction to Adult Learning and Development

This course examines major adult learning and development theories and their implications for university study. It is designed for adults returning to college or beginning a course of study for the first time. Students gain an understanding of their personal cognitive style and how it applies to adult learning. Students establish learning objectives and address the components of a liberal arts education through research and written assignments. *3 credits*

GS 399 Senior Project

In addition to completing the University core requirements and ten upper division courses for the BPS degree, a senior project is required as part of the program of study. It is usually taken as the last course or during the last semester of the student's term.

This course is intended to synthesize and integrate the learner's multidisciplinary studies. This project or thesis is completed under the direction of a faculty member. The initial draft/proposal for the project should be discussed with the student's academic advisor in consultation with the faculty member. The project results in a written paper reflecting the various disciplines studied. *3 credits*

Support Seminars

RM 51 Taking Effective Lecture Notes

If you are concerned that you are not gaining the full benefit of your lecture classes, this seminar assists you in exploring different note taking styles so that you can determine which style helps you gain the most from your courses. *0 credits*

RM 52 Developing Exam Strategies

Since one of the most frightening experiences for adult students can be taking tests, this workshop presents suggestions for developing coping strategies for overcoming anxiety, studying effectively and understanding how to answer exam questions. *0 credits*

RM 55 Credit for Life Experience

Have you developed a skill that could help you complete your degree more quickly? Attend this seminar to learn how you can translate your life experience into course credits. The seminar includes a presentation of the various options for taking advantage of your previous experience and an explanation of the portfolio process as it pertains to students at Fairfield University. *0 credits*

Credit for Prior Learning

Many adults who enter college have gained experience in their professional lives or community activities that can be translated into college credit. The School of

Continuing Education at Fairfield University offers students two unique opportunities for gaining credit for prior learning. The College Level Examination Program tests students learning outside of the academic environment in a variety of content areas. Students gain course credit by completing a subject examination with a score at the 50th percentile or higher.

Students whose learning falls outside of the areas tested by CLEP can choose the option of completing a portfolio documenting their learning, gained through experience, related to a specific Fairfield University course or courses. Credit gained through the portfolio method is limited to 10 courses or 30 credits.

Credit Certificates

Business Law and Ethics

- BU 11 Legal Environment of Business
- AE 291 Business Ethics
- AE 391 Seminar in Business Law, Regulation and Ethics (Capstone Seminar)
- AE Elective
- BU 220/325 Environment of Business / Law, Women and Work
- BU 320 Employment Law

Professional Communication

- CO 100 Human Communications Theories
- CO 101 Argument and Advocacy (Presentational Speaking)
- CO/MG Elective
- ENW 332 Business Writing
- CO 220 Introduction to Organizational Communication
- ENW Elective

Information Technology

- IS 100 Introduction to Business Software and Information Systems
- IS 230 Information Analysis
- IS 310 Information Systems in Organizations
- CS 111 Computer Programming I (Visual BASIC)
- CS 131 Computer Programming I
- CS 134 Java Programming
- IS 235 Introduction to Business Programming

Individually designed credit certificates (offered as credit or non-credit certificates)

- Computer Graphic Design
- Interior Design
- Writing

ARTS & SCIENCES

Majors & Course Descriptions

School of Continuing Education Core Curriculum for Arts & Sciences Majors

	Fairfield University	Transfer		Fairfield University	Transfer
HUMANITIES (12 courses)			SOCIAL SCIENCE (4 courses)		
English 11	<input type="checkbox"/>	<input type="checkbox"/>	<i>Select from 2 disciplines:</i>		
English 12	<input type="checkbox"/>	<input type="checkbox"/>	Anthropology	<input type="checkbox"/>	<input type="checkbox"/>
History 30	<input type="checkbox"/>	<input type="checkbox"/>	Economics	<input type="checkbox"/>	<input type="checkbox"/>
History elective	<input type="checkbox"/>	<input type="checkbox"/>	Politics	<input type="checkbox"/>	<input type="checkbox"/>
Philosophy	<input type="checkbox"/>	<input type="checkbox"/>	Psychology	<input type="checkbox"/>	<input type="checkbox"/>
AE/RS/PH (choose 1)	<input type="checkbox"/>	<input type="checkbox"/>	Sociology	<input type="checkbox"/>	<input type="checkbox"/>
Religious Studies	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
Visual & Performing Arts	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
Visual & Performing Arts	<input type="checkbox"/>	<input type="checkbox"/>			
Lecture					
Humanities Electives:			MATH & SCIENCE (4 courses)		
<i>Choose from above or Communication</i>			<i>1 Math & 1 Science required:</i>		
<i>or Modern Languages</i>			Biology	<input type="checkbox"/>	<input type="checkbox"/>
1. _____	<input type="checkbox"/>	<input type="checkbox"/>	Chemistry	<input type="checkbox"/>	<input type="checkbox"/>
2. _____	<input type="checkbox"/>	<input type="checkbox"/>	Physics	<input type="checkbox"/>	<input type="checkbox"/>
3. _____	<input type="checkbox"/>	<input type="checkbox"/>	Math	<input type="checkbox"/>	<input type="checkbox"/>
			_____	<input type="checkbox"/>	<input type="checkbox"/>
			_____	<input type="checkbox"/>	<input type="checkbox"/>

REQUIRED: 1 US Diversity course
1 World Diversity course

American Studies

Director: Leo O'Connor, Ph.D.

The American Studies program provides the student with an interdisciplinary curriculum devoted to the examination of American civilization – its culture, institutions, intellectual tradition, and the relationships of its people. Such a course of study makes possible a unified and comprehensive approach to American life and thought. Besides the thematic unity implicit in such a course of studies, the student will be exposed to the methodological differences which characterize the traditional scholarly disciplines as they deal with the infinite complexities of the American experience.

For more information on the requirements for a 30-credit major in American Studies please refer to the College of Arts and Sciences catalog.

12 credits in discipline concentration. The student may concentrate in one of the following: fine arts, history, literature, politics, or sociology.

12 credits to be selected from American-oriented courses in disciplines other than the discipline concentration. The student must select at least three different disciplines.

3 credits. Research/Theme Course. Senior year.

3 credits. American Intellectual Tradition. Senior year.



American Studies Major

10 Courses

	Fairfield University	Transfer
Discipline concentration: American oriented EN, HI, PO, SO or V&PA		
1. _____	<input type="checkbox"/>	<input type="checkbox"/>
2. _____	<input type="checkbox"/>	<input type="checkbox"/>
3. _____	<input type="checkbox"/>	<input type="checkbox"/>
4. _____	<input type="checkbox"/>	<input type="checkbox"/>
Am. oriented courses: Choose from at least 3 other disciplines:		
1. _____	<input type="checkbox"/>	<input type="checkbox"/>
2. _____	<input type="checkbox"/>	<input type="checkbox"/>
3. _____	<input type="checkbox"/>	<input type="checkbox"/>
4. _____	<input type="checkbox"/>	<input type="checkbox"/>
AS 201 Am. Intell. Tradition	<input type="checkbox"/>	<input type="checkbox"/>
AS 300 Research Theme	<input type="checkbox"/>	<input type="checkbox"/>
General Electives (10)		
1. _____	<input type="checkbox"/>	<input type="checkbox"/>
2. _____	<input type="checkbox"/>	<input type="checkbox"/>
3. _____	<input type="checkbox"/>	<input type="checkbox"/>
4. _____	<input type="checkbox"/>	<input type="checkbox"/>
5. _____	<input type="checkbox"/>	<input type="checkbox"/>
6. _____	<input type="checkbox"/>	<input type="checkbox"/>
7. _____	<input type="checkbox"/>	<input type="checkbox"/>
8. _____	<input type="checkbox"/>	<input type="checkbox"/>
9. _____	<input type="checkbox"/>	<input type="checkbox"/>
10. _____	<input type="checkbox"/>	<input type="checkbox"/>

AS 127 America in Film

This course provides a critical examination of important American films with the intention of exploring the impact of film as a myth-making medium. Some of the topics analyzed include: history in film, sexual role playing, social class and institutions, and the religio-ethical assumptions implicit in American films.

3 credits

AS 361 The American Civil War: Myth and Reality

This course is designed to expose the student to an interdisciplinary method of learning. While using standard historical texts to establish the facts regarding the American Civil War, this course explores the sometimes confusing and contradictory versions of the Civil War as depicted in literature, photography, feature films, documentary films, music, painting, and other modes of expression.

3 credits

AS 383 America in the 1930's: A Decade of Change

The Great Depression was the catalytic agent in the extraordinary transformation of America in the 1930's. During this decade, the changes occurring in the economic and political sectors provided the matter for American cultural life. By viewing feature films and documentaries, reading popular and serious fiction, surveying the American theater of the time, listening to the popular music, viewing the public and private art, reading the mass circulation and little magazines, the student becomes acquainted with the complexities of this pivotal period in American life while being introduced to an interdisciplinary methodology.

3 credits

Looking for on-line courses?

We offer courses
both on-line and web enhanced.

To find out more, request the
School of Continuing Education Schedule

or visit our web site
www.fairfield.edu/sce/index.htm.

Applied Ethics

Program Director: Lisa Newton, Ph.D. (*Philosophy*)

The Program in Applied Ethics is an integrated set of interdisciplinary courses, seminars, lectures, colloquia, and workshops in the fields of business ethics, ethics of health care, science, law, government, engineering and communications. The unified approach to the theory and practice of ethical conduct is designed to raise the student's level of awareness of the moral dilemmas of his or her chosen field of practice, of allied fields, and of the society as a whole.

Prerequisites:

AE courses are normally taken to fulfill the third core requirement in Philosophy, Religious Studies and Applied Ethics. One course in Philosophy and one course in Religious Studies must have been completed for enrollment in any AE 200 course.

AE 283 Environmental Justice

(This course is cross-listed under Environmental Studies as EV 283)

This course offers a comprehensive study of the political impact of our global environmental crisis examined through the lens of the relationships between self, society and the natural world. We research scientific, ethical and economic perspectives that impact our ecological reality and explore insights from diverse spiritual and cultural traditions. Working in self-selected groups, students have the opportunity to report on alternative cultural models and activist movements aimed at creating a global sustainable future. Students may not take both AE 283 and EV 283.

3 credits

AE 284 Environmental Ethics

A survey of the current problems in reconciling the demands of economic activity and the requirements of ecological balance. Issues considered include: the wise use of resources, pollution of land, air, and water, conservation of species and open space, and global climatic change.

3 credits

AE 285 Ethics of Health Care

An inquiry into the moral dilemmas of the health care setting. Among the topics considered are patients' rights (paternalism; informed consent to therapy and participation in research); dilemmas of life and death (euthanasia, abortion, care for the dying); allocation of health-care resources; special dilemmas of health-care professionals.

3 credits

AE 287 Engineering Ethics

Engineering Ethics is a systematic exploration of the ethical dimensions of situations and tasks common to engineering practice. Issues that are explored include professionalism, Codes of ethics, consumer risk and safety, employee loyalty

and whistle-blowing, research and ownership of information, and the engineer's responsibility toward the natural environment. *3 credits*

AE 291 Business Ethics

An investigation of ethical problems in business practice. Topics include personal morality in profit-oriented enterprises; codes of ethics: obligations to employees and other stakeholders; truth in advertising, whistle-blowing and company loyalty; regulation, self and government; the logic and future of capitalism. *3 credits*

AE 297 Ecofeminism

This course explores the historically strong association between women and nature, in which the image of Mother Earth is central, and critiques the power-as-domination assumption of our culture shown in the exploitation of women and of the earth itself. Religious, psychological, social, historical and scientific manifestations of this assumption are examined, along with alternate models of power and responsibility. *3 credits*

AE 298 Ethics and Feminist Perspectives

This course is a philosophical inquiry into the ethical implications of social institutions from perspectives developed in contemporary feminist literature. The course explores the psychological and ethical dimensions of social and family oppression, environmental racism, medical paternalism, economic imperialism, and patriarchal structures in the major religious traditions. *3 credits*

AE/BU 391 Seminar in Business Law, Regulation and Ethics (Capstone Seminar)

An interdisciplinary study of these three aspects of the business environment. Topics focus on the interaction of law and ethics, and the regulatory public policy issues in such areas as multiculturalism, work and family, the environment, product safety, international business, and advertising. This course is the capstone experience for students minoring in Business Law, Regulation and Ethics. Prerequisites: AE 291, BU 11, plus two additional courses in either law or applied ethics, or permission of the instructor. (**Note:** this course is cross-listed with BU 391; students may not take this course twice using distinct designations.) *3 credits*

AE 397 Seminar in Bioethics I: Life and Death

An intensive study of selected problems in the ethics of medicine and health care practice, including abortion, euthanasia, pre-natal diagnosis, reproductive engineering and surrogate motherhood, and treatment decisions for very ill newborns. Format: student and guest presentations. Prerequisite: Permission of Program Director. *3 credits*

AE 399 Special Topics in Applied Ethics

A program of course, field and library work, arranged with the instructor. Proposals for special topics must be approved by the Program Director. *3 credits*

Biology

Department Chair: Raymond Poincelot, Ph.D.

Requirements for the Biology Major

General Requirements

The Biology major prepares students for future professional work in the life and health sciences. During the first two years of the program, the Department requires General Biology I and II (BI 170-171), Genetics (BI 221), Ecology (BI 260), and two semesters each of Inorganic Chemistry (CH 11-12), Organic Chemistry (CH 211-212), General Physics for the Life Sciences (PS 83-84), and Calculus (MA 121-122). During the last two years of the degree, a minimum of five additional biology courses and successful completion of a capstone experience are required.

For more information on the requirements for a major in Biology please refer to the College of Arts and Sciences catalog.

The Blocks

Molecular, Cell and Developmental Biology (8 courses): Cell Biology (BI 227), Mechanisms of Animal Development (BI 242), Microbiology (252), Molecular Biology (BI 254), Immunology (BI 256), General Virology (BI 257), Laboratory in Molecular Biology (BI 258), and Bacterial Pathogenesis (BI 353).

Ecology, Evolution and Environmental Science (7 courses): Wetlands Ecology (BI 261), Marine Invertebrate Zoology (BI 262), Plant Biology: Evolution, Diversity, and Environment (BI 268), Environmental Health and Safety (BI 270), Evolutionary Biology (BI 285), Molecular Markers in Ecology and Evolution (BI 286), and Coral Reef Ecology Seminar (BI 363).

Physiology and Morphology (8 courses):

Human Anatomy and Physiology (BI 107-108), Mammalian Physiology (BI 212), Endocrinology (BI 213), Nutrition and Metabolism (BI 217), Histology (BI 231), Parasitology (BI 240), Plant Biology: Morphology, Biochemistry and Physiology (BI 269), and Cell and Molecular Neuroscience (BI 311).

Note: Advanced courses for the biology major are offered daytime only.

Biology Major

10 Courses — 32-40 credits

	Fairfield University	Transfer
BI 170 Gen. Bio. I (Majors)	<input type="checkbox"/>	<input type="checkbox"/>
BI 171 Gen. Bio. II (Majors)	<input type="checkbox"/>	<input type="checkbox"/>
BI 221 Genetics	<input type="checkbox"/>	<input type="checkbox"/>
BI 260 Ecology	<input type="checkbox"/>	<input type="checkbox"/>
1 from BI 242, 252, 254, 256, 258, 353, 357	<input type="checkbox"/>	<input type="checkbox"/>
1 from BI 261, 262, 268, 270, 285, 186, 363	<input type="checkbox"/>	<input type="checkbox"/>
1 from BI 107-8, 211-2, 213, 217, 240, 269, 311	<input type="checkbox"/>	<input type="checkbox"/>
200-300 electives		
1. _____	<input type="checkbox"/>	<input type="checkbox"/>
2. _____	<input type="checkbox"/>	<input type="checkbox"/>
BI Capstone Course	<input type="checkbox"/>	<input type="checkbox"/>

Additional required courses**Core:**

PS 83 General Physics I	<input type="checkbox"/>	<input type="checkbox"/>
PS 84 General Physics II	<input type="checkbox"/>	<input type="checkbox"/>
MA 121 Applied Calculus II	<input type="checkbox"/>	<input type="checkbox"/>
MA 122 Applied Calculus II	<input type="checkbox"/>	<input type="checkbox"/>

Major:

CH 11 Gen. Inorg. Chem. I	<input type="checkbox"/>	<input type="checkbox"/>
CH 12 Gen. Inorg. Chem. II	<input type="checkbox"/>	<input type="checkbox"/>
CH 211 Org. Chem. & lab	<input type="checkbox"/>	<input type="checkbox"/>
CH 212 Org. Chem. & lab	<input type="checkbox"/>	<input type="checkbox"/>

General Electives (6)

1. _____	<input type="checkbox"/>	<input type="checkbox"/>
2. _____	<input type="checkbox"/>	<input type="checkbox"/>
3. _____	<input type="checkbox"/>	<input type="checkbox"/>
4. _____	<input type="checkbox"/>	<input type="checkbox"/>
5. _____	<input type="checkbox"/>	<input type="checkbox"/>
6. _____	<input type="checkbox"/>	<input type="checkbox"/>

The following courses are usually offered through the School of Continuing Education

BI 18 Human Biology: Form and Function

This course represents a basic introduction to the anatomy and physiology of humans. The major organ systems of the body are examined. Attention is focused on how each system functions, and how all systems interact with one another. Using comparative methods, students come to appreciate the evolutionary origins of human form. The course examines how design problems (such as sharing a tube for breathing and eating) were overcome. Current issues in public health are discussed, and attention focuses on the environmental health problems that human populations face. **Note:** this course counts as a science core course, but does not satisfy requirements for the Biology major or minor. 3 lectures. 3 credits

BI 75 Ecology and Society

Students examine the available scientific evidence, and are encouraged to draw their own conclusions concerning environmentally sensitive issues. These issues are covered through lectures, readings, films, and occasional off-campus field trips (by arrangement). Areas of concern include environmental issues raised by modern society's conflicting needs for land, water, a livable environment, and renewable/nonrenewable resources. This course is open to all except biology majors. **Note:** this course counts as a science core course, but does not satisfy requirements for the Biology major or minor. 3 lectures. 3 credits

BI 78 Introduction to Marine Science

A course designed to introduce the nonscience major and the beginning biology major to the field of oceanography. Consideration is given to the physical, chemical, geological, and biological aspects of the world's oceans with special emphasis on marine habitats and the organisms living in them. **Note:** this course counts as a science core course, but does not satisfy requirements for the Biology major or minor. 3 lectures. 3 credits

BI 82 Genes, Memes, and Evolutionary Biology

Is evolution a fact, a theory or both? Through a reading of the work of some of the most influential evolutionary biologists of today (e.g., Stephen Jay Gould, Richard Dawkins, George Williams, Douglas Futuyma) this course explores modern interpretations of Darwin's idea of evolution by natural selection. Topics include a brief history of evolutionary biology, a basic introduction to principles of heredity, and the role of natural selection in adaptive change. To illustrate evolutionary principles, topics such as the following are considered in some detail: the evolution of sex, the link between dinosaurs and birds, cultural evolution, the evolution of cooperative behavior, and human origins. **Note:** this course counts as a science core course, but does not satisfy requirements for the Biology major or minor. 3 lectures. 3 credits

BI 83 The DNA Revolution

This course will evaluate recently developed biological techniques in the field of genetic engineering. An overview of DNA structure and function will be presented; however, the focus of the course will be on applications of modern DNA technology. Topics will include cloning, reproductive technology and paternity testing, identification and screening of genetic disease genes, gene therapy, medical forensics and DNA fingerprinting, DNA technology in agriculture, transgenic animals and Jurassic Park, and the human genome project. The social impact of the DNA revolution will also be discussed. No prior knowledge of DNA or biology is expected. **Note:** this course counts as a science core course, but does not satisfy requirements for the Biology major or minor. 3 lectures. 3 credits

BI 170-171 General Biology (Majors)

A two-semester introduction to biology for the biology major. The first half of the course (BI 170) covers the molecular and cellular basis of life, including cell structure and function, energy utilization, cell communication, gene expression, and inheritance. The second half of the course (BI 171) focuses on organismal biology, with an emphasis on evolution, population genetics, biological diversity, plant and animal structure and function, and ecology. Students receive hands-on experience with a broad range of topics and techniques in the accompanying lab. Formerly listed as BI 91-92. 3 lectures, 1 lab per semester. 8 credits

**BI 100 Marine Biology
(offered summer only)**

An introduction to the flora and fauna of marine communities emphasizing the biota of Long Island Sound. Includes field trips to the local salt marshes, estuaries, rocky shores, beaches and mudflats. 3 credits

BI 107-108 Human Anatomy and Physiology

This course is recommended for students of nursing education, and liberal arts. It is designed to give familiarity with the anatomy and physiology of body processes with special emphasis on the practical aspects of circulation, respiration, digestion, reproduction, the glands of internal secretion, and including techniques for measuring blood pressure, blood typing, and others. Biology majors can take this two-semester course, which can be used to satisfy one block, either the morphological and developmental or physiological block. 3 lectures, 1 lab. 8 credits

BI 151 Elements of Microbiology

A course in microbiology for nursing students and future health care professionals. Topics presented include the structure and function of bacteria, viruses, yeasts, molds, antibiotics, and bacterial genetics. Also, mechanisms of microbial invasion and the body's immunological response are examined. 3 lectures, 1 lab. 4 credits

Chemistry

Department Chair: Edmund O'Connell, Ph.D.

The Chemistry major provides the student with a very flexible background relative to career options. In addition to employment in the chemical industry, students are prepared for graduate study in chemistry, biochemistry, medicine, dentistry, environmental science, law and business.

The Bachelor of Science in Chemistry can be achieved by following either of two tracks: the traditional track or the "Biochemistry Option" track. The Biochemistry Option is not a new major, but a new sequence of courses leading to the B.S. in Chemistry. The Biochemistry Option also carries American Chemical Society certification.

Note: Advanced courses for the chemistry major are offered daytime only.

For more information on the requirements for a major in Chemistry please refer to the College of Arts and Sciences catalog.

**Credit for Life Experience
or CLEP can get you closer
to a degree!**

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or email sceadvise@mail.fairfield.edu

Chemistry Major (Traditional)

	Fairfield University	Transfer
Core:		
PS 15 General Physics I	<input type="checkbox"/>	<input type="checkbox"/>
PS 16 General Physics II	<input type="checkbox"/>	<input type="checkbox"/>
MA 121 Applied Calculus I	<input type="checkbox"/>	<input type="checkbox"/>
MA 122 Applied Calculus II	<input type="checkbox"/>	<input type="checkbox"/>
Major:		
CH 11 or 17 Inorg. Chem. I	<input type="checkbox"/>	<input type="checkbox"/>
CH 12 or 18 Inorg. Chem. II	<input type="checkbox"/>	<input type="checkbox"/>
CH 211 Org. Chem. I	<input type="checkbox"/>	<input type="checkbox"/>
CH 211 Org. Chem. I Lab	<input type="checkbox"/>	<input type="checkbox"/>
CH 212 Org. Chem. II	<input type="checkbox"/>	<input type="checkbox"/>
CH 212 Org. Chem. II Lab	<input type="checkbox"/>	<input type="checkbox"/>
CH 222 Chem. Anal.	<input type="checkbox"/>	<input type="checkbox"/>
CH 222 Chem. Anal. Lab	<input type="checkbox"/>	<input type="checkbox"/>
CH 261 Physical Chem. I	<input type="checkbox"/>	<input type="checkbox"/>
CH 261 Phys. Chem. I Lab	<input type="checkbox"/>	<input type="checkbox"/>
CH 262 Physical Chem. II	<input type="checkbox"/>	<input type="checkbox"/>
CH 262 Phys. Chem. II Lab	<input type="checkbox"/>	<input type="checkbox"/>
CH 326 Chem. Instrum.	<input type="checkbox"/>	<input type="checkbox"/>
CH 326 Chem. Instrum. Lab	<input type="checkbox"/>	<input type="checkbox"/>
CH 341 Adv. Inorg. Chem.	<input type="checkbox"/>	<input type="checkbox"/>
CH 341 Adv. Inorg. Chem. Lab	<input type="checkbox"/>	<input type="checkbox"/>
CH 324 Biochemistry I	<input type="checkbox"/>	<input type="checkbox"/>
CH 324 Biochemistry I Lab	<input type="checkbox"/>	<input type="checkbox"/>
Additional required courses:		
MA 225	<input type="checkbox"/>	<input type="checkbox"/>
MA 321	<input type="checkbox"/>	<input type="checkbox"/>

General Electives (5)

1. _____	<input type="checkbox"/>	<input type="checkbox"/>
2. _____	<input type="checkbox"/>	<input type="checkbox"/>
3. _____	<input type="checkbox"/>	<input type="checkbox"/>
4. _____	<input type="checkbox"/>	<input type="checkbox"/>
5. _____	<input type="checkbox"/>	<input type="checkbox"/>

The above qualifies the student to receive a B.S. in chemistry but without American Chemical Society certification. To receive certification, a 3 credit research course (CH 398) must also be completed.

It is strongly recommended that chemistry majors enroll in at least one term of Research (CH 398) after 90 credits.

Chemistry (Bio-Chem. option)

	Fairfield University	Transfer
Core:		
PS 15 Gen. Physics I & Lab	<input type="checkbox"/>	<input type="checkbox"/>
PS 16 Gen. Physics II & Lab	<input type="checkbox"/>	<input type="checkbox"/>
MA 121 App. Calculus I	<input type="checkbox"/>	<input type="checkbox"/>
MA 122 App. Calculus II	<input type="checkbox"/>	<input type="checkbox"/>
Major:		
CH 11 Inorg. Chem. I	<input type="checkbox"/>	<input type="checkbox"/>
CH 12 Inorg. Chem. II	<input type="checkbox"/>	<input type="checkbox"/>
CH 211 Org. Chem. I	<input type="checkbox"/>	<input type="checkbox"/>
CH 212 Org. Chem. II	<input type="checkbox"/>	<input type="checkbox"/>
CH 222 Chem. Analysis	<input type="checkbox"/>	<input type="checkbox"/>
CH 222 Chem. Analysis Lab	<input type="checkbox"/>	<input type="checkbox"/>
CH 261 Physical Chem. I	<input type="checkbox"/>	<input type="checkbox"/>
CH 262 Physical Chem. II	<input type="checkbox"/>	<input type="checkbox"/>
CH 326 Chem. Instrum.	<input type="checkbox"/>	<input type="checkbox"/>
CH 341 Adv. Inorg. Chem.	<input type="checkbox"/>	<input type="checkbox"/>
CH 324 Biochemistry I & Lab	<input type="checkbox"/>	<input type="checkbox"/>
CH 325 Biochemistry II	<input type="checkbox"/>	<input type="checkbox"/>
CH 326 Biochemistry II Lab	<input type="checkbox"/>	<input type="checkbox"/>
MA 225 Appl. Calculus III	<input type="checkbox"/>	<input type="checkbox"/>
MA 321 Ord. Diff. Equa.	<input type="checkbox"/>	<input type="checkbox"/>
BI 170 Gen. Bio. I (Majors)	<input type="checkbox"/>	<input type="checkbox"/>
BI 171 Gen. Bio. II (Majors)	<input type="checkbox"/>	<input type="checkbox"/>
BI 254 Mol. Bio.: Nucleus	<input type="checkbox"/>	<input type="checkbox"/>
BI 258 Lab in Mol. Bio.	<input type="checkbox"/>	<input type="checkbox"/>

The Biochemistry Option provides an alternative path to obtain a Bachelor of Science degree with a chemistry major. This sequence places a greater emphasis on biochemistry and the life sciences. The Biochemistry Option produces a graduate well prepared for professional schools in the life sciences; graduate school in biochemistry, the life sciences, or the more traditional fields of chemistry; as well as employment in chemical, environmental or health-related fields.

The following courses are usually offered through the School of Continuing Education

CH 10 Chemistry – Sights and Insights

This course will fulfill a science requirement and has no prerequisites. Chemistry is presented via lecture and demonstration. The goal of the course is to provide the student with insights into the microscopic world of atoms and molecules in order that the macroscopic observable properties of real substances be more clearly understood. The models developed in the course will be applied to representative substances from inorganic, organic and biochemistry.

3 credits

CH 11-12 General Inorganic Chemistry I & II

A two-semester sequential offering in which the following topics are covered: atomic and molecular weights, the mole concept, Avogadro's number, stoichiometry, energy relationships in chemical systems, the properties of gases, the electronic structures of atoms, periodic relationships among the elements, chemical bonding, geometries of molecules, molecular orbitals, liquids, solids, intermolecular forces, solutions, rates of chemical reactions, chemical equilibrium, free energy, entropy, acids and bases, aqueous equilibria, electrochemistry, nuclear chemistry, chemistry of some metals and nonmetals, chemistry of coordination compounds.

3 credits each

CH 11-12 Lab for General Inorganic Chemistry and Introductory Inorganic Chemistry

This lab offers the opportunity to explore and experience the rigors of an experimental physical science. Students make and record observations on simple chemical systems while learning fundamental laboratory manipulative and measurement skills. Experiments are chosen to demonstrate and supplement concepts introduced in lecture. The first semester emphasizes the standard techniques of weighing, filtering, titrating, use of volumetric glassware, data observation and recording and synthetic techniques. The second semester integrates these techniques in experimental procedures and explores physical properties and quantitative analysis of selected chemical systems.

1 credit

CH 33 Chemistry of the New Nutrition

This course has no prerequisites and fulfills a science requirement. The course is based on biochemist Roger J. Williams' concept of biochemical individuality and presents nutrition from the viewpoint of the chemist: fats and carbohydrates are mainly the sources of chemical energy driving body processes; quality protein, vitamins, and minerals yield enzyme chemical structures that control body chemistries. Concepts of classical nutrition, such as minimal daily requirements of nutrients, are included but not emphasized.

3 credits

CH 84 General Chemistry for Health Science

This course introduces the general principles of chemistry (matter and measurement, atomic and molecular structure, energetics, acids and bases, oxidation, and reduction) in a manner that will prepare the student to relate to properties of organic materials and biologically relevant substances such as carbohydrates, lipids, peptides, proteins and nucleic acids. Approximately two-thirds of the course will be general principles. The latter third will introduce organic and biologically relevant substances. This course is directed primarily to School of Nursing students and will also satisfy a core requirement. The course for School of Nursing students will require a laboratory component. The laboratory will illustrate lecture concepts and provide the student the opportunity to observe relevant physical systems.

3 credits lecture only / 4 credits lecture and lab

CH 211 Organic Chemistry I

This course is an introduction to the chemistry of compounds of carbon. Common functional groups are discussed from the perspective of molecular structure. Areas of emphasis include structure and characterization, methods of preparation, characteristic physical and chemical properties and their relation to molecular structure. Stereochemical concepts and their application are introduced early in the course and used extensively throughout. Prerequisite: CH 12, or CH 18.

3 credits

CH 212 Organic Chemistry II

A continuation of CH 211 with emphasis on the chemistry of aromatic, carbonyl, acyl, and nitrogen compounds. The chemical properties of naturally occurring substances such as carbohydrates, lipids, proteins and nucleic acids are related to those of simpler monofunctional compounds. Spectroscopic methods of structure determination are introduced early in the course and used throughout. Prerequisite: CH 211.

3 credits

CH 211-212 Lab for Organic Chemistry I & II

The first semester of this lab emphasizes the manipulative techniques of separation, purification, analysis and simple synthesis. The second semester emphasizes investigative experiments, more complex synthesis and qualitative organic analysis. Corequisite: CH 211-212 lecture.

2 credits each

Communication

Department Chair: Robin Crabtree, Ph.D.

The focus of communication study at Fairfield University is the description and analysis of how human beings acquire, process, and use information. As one aspect of a liberal education, undergraduate work in communication at Fairfield helps the student to:

- Become more aware of factors that influence and are influenced by human communication behavior;
- Develop intellectually by providing a basis from which to analyze, synthesize, and evaluate critically messages from varied sources, including the media;
- Learn techniques and strategies to propose policies, advocate positions, and persuasively express himself or herself in various settings.

Areas of Concentrated Study –

select one of three to complete major requirements:

AREA I Organizational Communication
(at least 15 credits required)

or

AREA II Media Studies
(at least 15 credits required)

or

AREA III Communication and the Human
Condition (at least 15 credits required)

Students complete at least five three-credit courses in one of the three “areas of concentrated study.” While there are two specified required courses (6 credits) within each “area,” students select the remaining three required courses (9 credits) from approved lists based upon their own interests/objectives.

Notes about the “Communication Core”

CO 100 and CO 101 are the foundational courses in the Communication major. **Students must complete CO 100 and CO 101 with a “B” or better to continue as Communication majors.** CO 100 and CO 101 are the prerequisites to all 200-level and 300-level Communication courses.



AREA I: ORGANIZATIONAL COMMUNICATION (at least 15 credits)

Organizational Communication involves the critical analysis of the forms, functions, and effects of communication within business and professional settings. Career opportunities for organizational communication include human resources, consulting, and public relations.

AREA II: MEDIA STUDIES (at least 15 credits)

Media Studies involves the study of the creation, perpetuation and reception of meaning through mass media and new communication technologies. Career opportunities for media studies include journalism, media production, and advertising.

AREA III: COMMUNICATION AND THE HUMAN CONDITION (at least 15 credits)

Communication and the Human Condition involves the critical examination of the role of communication in creating, sustaining, and transforming the human condition – past, present, and future. Career opportunities include education, social advocacy, counseling, and human services.

Communication Major

COMMUNICATION CORE

	Fairfield University	Transfer
5 Core Courses		
CO 100 Human Com. Theo.	<input type="checkbox"/>	<input type="checkbox"/>
CO 101 Argument & Advo.	<input type="checkbox"/>	<input type="checkbox"/>
CO 201 Inter. Comm. Theo.	<input type="checkbox"/>	<input type="checkbox"/>
CO 231 Mass Media & Soc.	<input type="checkbox"/>	<input type="checkbox"/>
CO 309 Res. Proj. in Com.:		
The Capstone (Seniors only)	<input type="checkbox"/>	<input type="checkbox"/>

MEDIA STUDIES – 5 Courses Required

CO 230 Hist. Mass Comm.	<input type="checkbox"/>	<input type="checkbox"/>
CO 235 Global Media	<input type="checkbox"/>	<input type="checkbox"/>

OR

ORGANIZATIONAL – 5 Courses Required

CO 220 Intro. Org. Comm.	<input type="checkbox"/>	<input type="checkbox"/>
CO 221 Comm. Processes in Org.: Negotiations	<input type="checkbox"/>	<input type="checkbox"/>

OR

HUMAN CONDITION – 5 Courses Required

CO 200 Persuasion	<input type="checkbox"/>	<input type="checkbox"/>
CO 250 Everyday Discourse : Constructing Social Identities	<input type="checkbox"/>	<input type="checkbox"/>

*Choose 3 Selected Required Courses

1. _____	<input type="checkbox"/>	<input type="checkbox"/>
2. _____	<input type="checkbox"/>	<input type="checkbox"/>
3. _____	<input type="checkbox"/>	<input type="checkbox"/>

*Advisor Approval Required

General Electives (30 credits)

1. _____	<input type="checkbox"/>	<input type="checkbox"/>
2. _____	<input type="checkbox"/>	<input type="checkbox"/>
3. _____	<input type="checkbox"/>	<input type="checkbox"/>
4. _____	<input type="checkbox"/>	<input type="checkbox"/>
5. _____	<input type="checkbox"/>	<input type="checkbox"/>
6. _____	<input type="checkbox"/>	<input type="checkbox"/>
7. _____	<input type="checkbox"/>	<input type="checkbox"/>
8. _____	<input type="checkbox"/>	<input type="checkbox"/>
9. _____	<input type="checkbox"/>	<input type="checkbox"/>
10. _____	<input type="checkbox"/>	<input type="checkbox"/>

Course Descriptions

The following courses are usually offered through the School of Continuing Education.

CO 100 Human Communication Theories

An introduction to major theoretical perspectives that inform communication scholarship. As the foundational course for the major, emphasis is placed on understanding human communication as a symbolic process that creates, maintains, and alters personal, social, and cultural identities. Students critique research literature in the communication field. *3 credits*

CO 101 Argument and Advocacy (Presentational Speaking)

An introduction to public speaking and the advocacy process, including topic identification; methods of organization, research, selection and arrangement of support materials; audience adaptation; patterns and fallacies of reasoning; uses of evidence; logical proof; and refutation. Students practice and critique informative and persuasive presentations. *3 credits*

CO 200 Persuasion

This course develops students' understanding of the major theoretical approaches to the study of persuasion as a particular type of social influence. Specific attention is given to the processes of interpersonal influence and the media's role in changing social attitudes. (Prerequisites: CO 100, CO 101.) *3 credits*

CO 201 Interpersonal Communication Theories

An examination of one-to-one relationships from a variety of theoretical perspectives, focusing on the centrality of communication in building familial bonds, friendships, and work teams. Factors influencing interpersonal communication such as language, perception, nonverbal behavior, power, status and gender roles are studied. *3 credits*

CO 202 Group Communication

Course designed to study the basic characteristics and consequences of small group communication processes in various contexts, including family, education, and work groups. Interaction analysis and team-building are stressed, as well as examining small groups in process. (Prerequisites: CO 100, CO 101.) *3 credits*

CO 220 Introduction to Organizational Communication

An historical and communication-centered approach to understanding how business and professional organizations function. Course involves analysis of upward, downward, and lateral communication; communication channels and networks; power and critical theory; organizations as cultures; internal and external public communication, and leadership. Case Study course. (Prerequisites: CO 100, CO 101.) *3 credits*

CO 231 Mass Media and Society

The course concentrates on the impact and influence of mass media. Issues studied include media and violence; privacy and the Internet; children and television; popular magazines and body image; news and public opinion; and celebrity culture. Students engage in analyses of current media texts based on mass communication theory. (Prerequisites: CO 100, CO 101) *3 credits*

Computer Science

Director: George E. Lang, Jr., Ph.D.

The major in computer science, which is offered through the Department of Mathematics and Computer Science, has the following goals:

1. To give the broad-based scientific and theoretical training needed as a foundation for a rewarding and successful career in computer science. This includes fundamental conceptual material which transcends current technology and extensive exposure to the best of current practice;
2. To foster the discipline and orderly thinking which is used by computer scientists to reach insightful and logical understandings;
3. To develop the oral and writing skills needed to exchange ideas with colleagues, specialists in other fields, and the general public, and
4. To acquaint the student with the social and ethical implications of computer technology.

For more information on the requirements for a major in Computer Science please refer to the Undergraduate catalog.

NOTE: Students should consult with the department chair to obtain approval for courses in this major.

Computer Science

	Fairfield University	Transfer
Core:		
MA 171 Differential Cal.	<input type="checkbox"/>	<input type="checkbox"/>
MA 172 Integral Calculus	<input type="checkbox"/>	<input type="checkbox"/>
Major:		
CS 131 Computer Prog. I	<input type="checkbox"/>	<input type="checkbox"/>
CS 132 Computer Prog. II	<input type="checkbox"/>	<input type="checkbox"/>
CS 221 Comp.Organ.&Asse.	<input type="checkbox"/>	<input type="checkbox"/>
CS 232 Data Structures	<input type="checkbox"/>	<input type="checkbox"/>
CS 331 Oper. Syst. I	<input type="checkbox"/>	<input type="checkbox"/>
CS 342 Theo. of Comp.	<input type="checkbox"/>	<input type="checkbox"/>
CS 343 Anal. of Algorithms	<input type="checkbox"/>	<input type="checkbox"/>
CS 353 Prin. of Com. Des.	<input type="checkbox"/>	<input type="checkbox"/>
CS 354 Theo. of Prog. Lang.	<input type="checkbox"/>	<input type="checkbox"/>
3 Computer Science Electives		
1. _____	<input type="checkbox"/>	<input type="checkbox"/>
2. _____	<input type="checkbox"/>	<input type="checkbox"/>
3. _____	<input type="checkbox"/>	<input type="checkbox"/>
MA 231 Discrete Math.	<input type="checkbox"/>	<input type="checkbox"/>
MA 235 Linear Algebra	<input type="checkbox"/>	<input type="checkbox"/>

General Electives (6)

MA 217 (optional)

The following courses are usually offered through the School of Continuing Education.

CS 111 Computer Programming I (Visual BASIC)

Overview of computer organization and hardware. An introduction to the science and theory of programming: top-down structured program design; problem specification and abstraction; algorithms, data structures, documentation, debugging, testing, maintenance. Engineering applications in a high-level programming language (Visual BASIC) including I/O, selection, repetition, arrays, functions, procedures. Ethical and social issues in computing. Emphasis on communication skills in documentation and design of user interface. May not be used toward a Computer Science major or minor. **3 credits**

CS 131 Computer Programming I

Overview of computer organization and hardware. An introduction to the science and theory of programming: top-down structured program design, problem specification and abstraction, algorithms, data structures, documentation, debugging, testing, maintenance. Programming applications in a high-level language including I/O, selection, repetition, arrays, functions, procedures. Ethical and social issues in computing. Emphasis on communication skills in documentation and design of user interface. **3 credits**

CS 132 Computer Programming II

A continuation of Computer Programming I. Additional topics in the science and theory of programming: modular design, recursion, program verification, robustness, portability. Programming applications in a high-level language including records, sets, files, pointers. Introduction to data structures including stacks, linked lists, searching, and sorting. Ethical and social issues in computing. Continued emphasis on communication skills. (Prerequisite: CS 131) **3 credits**

CS 133 Introduction to C Programming

This course focuses on the use of the C language in top-down structured program design. Topics include: C data types, functions and file I/O. There is an introduction to software engineering as applied to a project such as a database management system. **3 credits**

CS 134 Java Programming

This course is an introduction to object-oriented programming using the Java programming language. In the first part of the course, Java applets are used to build graphics tools and introduce object-oriented design methods. In the second part of the course, Java applications are used to build a complete graphics interface and illustrate the OOP concepts of polymorphism and inheritance. **3 credits**

CS 232 Data Structures

A study of data structures and their related algorithms. The data structures include stacks, lists, linked lists, trees, garbage collection, reachability, minimal path. (Prerequisites: CS 132, MA 231.) **3 credits**

CS 233 Introduction to C++ Programming

This course is an introduction to object-oriented programming (OOP) using the C++ programming language. The first part of the course introduces C++ extensions to the C language such as stream I/O, classes, and operator overloading. The second part of the course involves the design of a graphics interface and illustrate the OOP concepts of inheritance, object constructors/destructors, and message passing. (Prerequisite: CS 133.) *3 credits*

CS 321 Data Communications

Methods for transmission through physical media. Frequency Shift Keying, Amplitude and Phase Encoding, Quadratic Encoding. Error detection and control. Multiplexers and Concentrators. Polynomial Checksums. Open Systems Interface and communications protocols. Sliding window and stop-and-wait protocols. Radio and satellite communications. ISDN (Integrated Services Digital Network) and fiber optical communications. Shannon and Nyquist theorems. (Prerequisite: CS 232.) *3 credits*

CS 322 Computer Architecture

Theory of logic design: gates, timing diagrams, truth tables, design of basic arithmetics operations, control mechanisms. The general properties of major hardware components (CPU, ALU, memory, I/O devices) and communication between them (buses, interrupts). Survey of actual computer systems. (Prerequisite: CS 221.) *3 credits*

CS 331 Operating Systems I

A theoretical study of the major system utilities of a general purpose computer: editors, assemblers, interpreters, linkers, loaders, compilers. An introduction to the principles of operating systems for a general purpose computer: command language, access and privacy, management of processes, memory, and I/O devices. (Prerequisites: CS 221 and CS 232.) *3 credits*

NOTE: Certain advanced courses for the computer science major are offered daytime only.

Economics

Department Chair: Philip J. Lane, Ph.D.

The curriculum of the Department of Economics is a blend of basic economic concepts and their application to contemporary issues. Courses are designed to develop the student's reasoning capacity and analytical ability. By focusing on areas of application, students are challenged to use economic principles in stimulating their powers of interpretation, synthesis, and understanding. Through the Department's individual counseling efforts, majors are encouraged to tailor the course of study to their career and personal enrichment goals. A major in economics prepares the student for graduate or professional schools. It also provides a good background for the business world while maintaining the objectives of a liberal education.

Major Requirements

The economics major is designed so that students can build on a base of concepts as they work through the program. Courses at the 100-level have no prerequisites; courses at the 200-level have EC 11 and/or EC 12 as prerequisites; and courses at the 300-level have 200-level prerequisites. Economics majors are urged to take MA 19 Introduction to Calculus, or MA 121-122 Applied Calculus I-II to fulfill their core math requirements. Students interested in the bachelor of science degree should take Math 121/122.

DID YOU KNOW?

**The School of Continuing Education
is offering courses
in Danbury.**

Call for more information.

Economics

	Fairfield University	Transfer
Required		
EC 11 Intro. to Microecon.	<input type="checkbox"/>	<input type="checkbox"/>
EC 12 Intro. to Macroecon.	<input type="checkbox"/>	<input type="checkbox"/>
EC 204 Inter. Microecon.	<input type="checkbox"/>	<input type="checkbox"/>
EC 205 Inter. Macroecon.	<input type="checkbox"/>	<input type="checkbox"/>

EC Electives Choose 6

No more than 3 100 level courses

EC _____	<input type="checkbox"/>	<input type="checkbox"/>
EC _____	<input type="checkbox"/>	<input type="checkbox"/>
EC _____	<input type="checkbox"/>	<input type="checkbox"/>
EC _____	<input type="checkbox"/>	<input type="checkbox"/>
EC _____	<input type="checkbox"/>	<input type="checkbox"/>
EC _____	<input type="checkbox"/>	<input type="checkbox"/>

2 Business substitutions allowed from the following:

AC 11, AC 12, FI 200, FI 210, or IS 2xx	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>

General Electives (10 Courses)

1. _____	<input type="checkbox"/>	<input type="checkbox"/>
2. _____	<input type="checkbox"/>	<input type="checkbox"/>
3. _____	<input type="checkbox"/>	<input type="checkbox"/>
4. _____	<input type="checkbox"/>	<input type="checkbox"/>
5. _____	<input type="checkbox"/>	<input type="checkbox"/>
6. _____	<input type="checkbox"/>	<input type="checkbox"/>
7. _____	<input type="checkbox"/>	<input type="checkbox"/>
8. _____	<input type="checkbox"/>	<input type="checkbox"/>
9. _____	<input type="checkbox"/>	<input type="checkbox"/>
10. _____	<input type="checkbox"/>	<input type="checkbox"/>

B.A. Degree

The bachelor of arts degree is designed to prepare students for a wide range of practical applications of economic theory. Students who plan to enter the job market in business or government, or who plan graduate studies in business or law, are perfect candidates for the program. Its focus is on policy analysis and business applications. Requirements include Introduction to Micro- and Macroeconomics (EC 11 and 12) and Intermediate Micro- and Macroeconomics (EC 204 and 205). The other 18 credits can be chosen from department offerings. No more than three 100-level courses may be counted toward fulfilling the requirements of the major.

B.S. Degree

The bachelor of science degree is designed to prepare students for more quantitative applications of economic theory as practiced in actuarial work, economic research, or graduate studies in economics. The emphasis in this program is on strong quantitative skills and statistical analysis. Students who complete this degree are urged to couple it with a minor in mathematics. Requirements include Introduction to Micro- and Macroeconomics (EC 11 and 12), Intermediate Micro- and Macroeconomics (EC 204 and 205), Intermediate Micro- and Macroeconomics Labs (EC 204L and 205L), Economic Statistics (EC 278), Economic Statistics Lab (EC 278L), Mathematical Economics (EC 290), and Econometrics (EC 380). The other 9 credits can be chosen from department offerings. No more than two 100-level courses may be counted toward fulfilling the requirements of the major.

EC 11 Introduction to Microeconomics

Analysis of the behavior of individual consumers and producers as they deal with the economic problem of allocating scarce resources. Includes a discussion of how markets function to establish prices through supply and demand, how resource costs influence firm supply and how variations in the level of competition affect the efficiency of resource use. Topic areas include antitrust policy, the distribution of income, the role of government, environmental problems. Computer applications.

3 credits

EC 12 Introduction to Macroeconomics

Uses Keynesian theory to study the aggregate behavior of consumers and businesses as they affect the level of employment and prices. Examines the role of government and the ability of monetary and fiscal policy to stabilize the level of output and inflation. Topics include the functioning of the banking system, GDP, taxation, and government spending, monetarism, the influence of money. Computer applications. EC 12 may be taken prior to EC 11.

3 credits

EC 112 Economic Aspects of Current Social Problems

A policy-oriented approach is used to study contemporary economic issues. Topics covered include: government spending, the role of federal budgets in solving national problems, poverty, welfare, social security, population, the limits to growth controversy, pollution, energy, regulation. No prerequisite.

3 credits

EC 120 Environmental Economics

This course gives an overview of the theory and empirical practice of economic analysis as it applies to environmental issues. First, it establishes a relationship between the environment and economics. Then it develops the concept of externalities (or "market failures") and the importance of property rights. Next it explores the valuation of non-market goods. Of most current interest, it examines the practice of benefit-cost analysis. Finally, it offers economic solutions to market failures, while highlighting pollution control practices, especially those based on incentives. Throughout, the course examines current issues regarding environmental protection around the globe.

3 credits

EC 210 Money and Banking

Covers the commercial banking industry, the money market, Federal Reserve operations and policy making; classical, Keynesian, and monetarist theory. (Prerequisite: EC 12.)

3 credits

Note: Advanced courses for the economics major are offered daytime only.



English

Department Chair: Johanna Garvey, Ph.D.

The English Department offers a lively and diverse program, with courses in **literature, creative writing and journalism**. As an academic discipline, the study of English has these goals:

- 1) to acquaint the student with the various types of imaginative literature, such as the novel, the short story, poetry, and drama;
- 2) to develop the student's analytic and organizational skills through the interpretation of literature;
- 3) to give the student further training in the organization and effective articulation of ideas in writing, including in some cases preparation for careers as professional writers or for careers where strong writing skills will be an asset.

Requirements for the English Major

English majors must take 10 English courses beyond EN 11-12. Of these 10 courses, five must be designated as core courses and five must be designated as field electives.

Core Literature Courses: The purpose of the core requirement is to expose the student to the relationship between the experience of literature and the contexts of history, genre, theory, and societal position, and to provide all majors with a shared but flexible pattern of study. In order to fulfill the core requirement, each major must take at least one course from each of the following five areas.

- Area I: pre-1800 literature
- Area II: nineteenth-century literature
- Area III: twentieth-century literature
- Area IV: the ways in which genre affects the production and reception of literature
- Area V: the ways in which theoretical and/or societal positions affect the production and reception of literature.

If a course is listed as fulfilling more than one of these core requirements, the student may use it to fulfill either but not both of those requirements.

Field Electives: The purpose of the field elective requirement is to enable the student to pursue a directed program of study that is responsive to his or her own interests and needs. To fulfill the field elective requirement, each major must develop, in consultation with a departmental advisor, a program of study in a clearly defined field. A field may be defined by the parameters of a historical period, a geographical area, a genre, a theoretical approach, a societal position, a professional career path, or by any other parameters that will produce a field capable of sustaining a focused inquiry.

The English Minor. The English minor must take five English courses beyond English 11-12. At least two of the five courses must be literature (EN) courses.

NOTE: Student may complete the entire English major through the School of Continuing Education.

EN 11 Composition and Prose Literature

The purpose of this course is to introduce students to the writing and reading skills and strategies which best prepare them for the writing tasks they will encounter at the university level and beyond. The goals of this course are accomplished through student-generated writing and the study of essays and other forms of literary nonfiction. **Note:** EN 11, or its equivalent, is a prerequisite for EN 12. *3 credits*

EN 12 Introduction to Literature and Writing the Research Paper

This course provides a study of drama, fiction and poetry as they reflect literary and cultural approaches to the individual's experience and society. EN 12 covers critical writing as an extension of composition in EN 11. This course also teaches students to write a thesis-driven, coherently developed research paper that incorporates and documents sources. (Prerequisite: EN 11 or its equivalent) *3 credits*

EN 12, or its equivalent, is a prerequisite for all upper-level English courses.

English

	Fairfield University	Transfer
10 Courses Required		
Area I (Pre-1800)	<input type="checkbox"/>	<input type="checkbox"/>
Area II (19th Century)	<input type="checkbox"/>	<input type="checkbox"/>
Area III (20th Century)	<input type="checkbox"/>	<input type="checkbox"/>
Area IV (general)	<input type="checkbox"/>	<input type="checkbox"/>
Area V (theory social)	<input type="checkbox"/>	<input type="checkbox"/>
Field Electives		
1. _____	<input type="checkbox"/>	<input type="checkbox"/>
2. _____	<input type="checkbox"/>	<input type="checkbox"/>
3. _____	<input type="checkbox"/>	<input type="checkbox"/>
4. _____	<input type="checkbox"/>	<input type="checkbox"/>
5. _____	<input type="checkbox"/>	<input type="checkbox"/>
General Electives (10 Courses)		
1. _____	<input type="checkbox"/>	<input type="checkbox"/>
2. _____	<input type="checkbox"/>	<input type="checkbox"/>
3. _____	<input type="checkbox"/>	<input type="checkbox"/>
4. _____	<input type="checkbox"/>	<input type="checkbox"/>
5. _____	<input type="checkbox"/>	<input type="checkbox"/>
6. _____	<input type="checkbox"/>	<input type="checkbox"/>
7. _____	<input type="checkbox"/>	<input type="checkbox"/>
8. _____	<input type="checkbox"/>	<input type="checkbox"/>
9. _____	<input type="checkbox"/>	<input type="checkbox"/>
10. _____	<input type="checkbox"/>	<input type="checkbox"/>

Literature Courses

EN 251 British Literature Survey I

This course provides English majors and non-majors with an introduction to the major styles, themes, genres, authors, and periods of British literature from the Middle Ages to the eighteenth century. *3 credits*

EN 252 British Literature Survey II

This course provides English majors and non-majors with an introduction to the major styles, themes, genres, authors, and periods of British literature from the Romantic period through the twentieth century. *3 credits*

EN 255 Shakespeare

A study of Shakespeare's career as dramatist. Plays are drawn from Shakespeare's farces, romantic comedies, history plays, tragedies, and romances, and will include *The Taming of the Shrew*, *Richard III*, *A Midsummer Night's Dream*, *Hamlet*, *Othello*, *King Lear*, and *The Tempest*. *3 credits*

EN 260 Understanding Poetry I

Offered for those students with no previous knowledge of poetry as well as those who wish to develop and enrich their understanding of the genre; students who have experienced difficulty in understanding poetry in the past are welcome. Course readings include selections from narrative, epic, and lyric poetry, with concentration on shorter lyric poems. The course includes readings and discussions with visiting poets. *3 credits*

EN 261 Understanding Poetry II

Concentrates on the reading of longer narrative and lyric poems for study of the work of individual poets. The work includes readings and discussions with visiting poets. Understanding Poetry I is an appropriate, but not a necessary, prerequisite to it. Students who have not taken Understanding Poetry I are requested to read Perrine's *Sound and Sense* or any other introduction-to-poetry text in preparation for the course. 3 credits

EN 265 Major Works of European Literature

This course surveys some major works of world literature, from ancient times to the present. Because the works are chosen from a broad span of cultures and periods, the course focuses on the function of literature: what kinds of stories do people tell about their societies? What are their major concerns, and how are these represented in fiction? How can we compare stories from one culture or period with those from another? The course discusses genre and style as well as content. Books include *The Epic of Gilgamesh*, *Boccaccio*, *Marguerite de Navarre*, *Madame de Lafayette*, and *Gabriel Garcia Marquez*. 3 credits

EN 267 Modern British Literature

A study of Conrad, Joyce, Lawrence, and Virginia Woolf: writers who profoundly changed the shape of the novel. This change is also reflected in the writings of Evelyn Waugh, Graham Greene, George Orwell, and Aldous Huxley. 3 credits

EN 268 The Irish Short Story

A study of the Irish short story, stressing its development from 1903 with the creation of a national literature in English to the present. The course focuses on the deeply rooted oral tradition, the Anglo-Irish tradition, and the native Irish tradition. Specific topics for discussion are: The Irish Literary Revival, Irish family life, and The Irish Revolution as treated in the short story. Among the authors explored are George Moore, James Joyce, Liam O'Flaherty, Maria Edgeworth, Elizabeth Bowen, Edna O'Brien, Mary Lavin, Daniel Corkery, Frank O'Connor, Sean O'Faolain, and William Trevor. Several films are shown including *Man of Aran*, *The Dead*, and *Michael Collins*. 3 credits

EN 269 Modern Irish Drama

An introductory survey course in twentieth century Irish drama including the plays of Sean O'Casey, J.M. Synge, W.B. Yeats, and Lady Gregory, Samuel Beckett, Brian Friel, Theresa Deevy, Frank McGuinness, and Sebastian Barry. The course considers the work of Irish repertory theatre groups such as the Abbey and Gate Theatres of Dublin, the Lyric of Belfast, and the Irish language theatre of Galway. Videos from the Lincoln Center Performing Arts Library with renowned Irish performers such as Siobhan McKenna, Barrie Fitzgerald, and Jack Macgowan are viewed. Finally, the class attends Irish plays performed at the Irish Arts Center and the Irish Repertory Theater in New York City. (formerly EN 357) 3 credits

EN 270 Studies in American Literature

This course begins with a survey of the Puritan background to American literature and the writings of the early republic. The emphasis is placed on the early national period and the romantic phase in American literature leading up to the Civil War. The writers studied include Irving, Cooper, Melville, Poe, Emerson, Thoreau, Hawthorne, and Whitman. 3 credits

EN 271 The Frontier in American Literature

For the last five centuries, the frontier – understood as the place where "humanity" comes into contact with its apparent absence in the shape of alien beings and landscapes – has been the subject of some of the most lasting powerful American stories. In this course, we concentrate on some of the major representations of the frontier produced between the 1820s and the present in order to learn how to recognize and talk about the position that the American "western" has occupied in our culture. Authors include Cooper, Twain, Cather, and McCarthy; filmmakers include Ford, Peckinpah, and Eastwood. (formerly EN 385) 3 credits

EN 272 Development of the American Short Story

This course traces the development of the American short story from its emergence in the literary-historical context of 19th century America to its maturity in the 20th century. It explores most intensively the writings of Poe, Hawthorne, James, and Hemingway, but considers, as well, the contributions to the genre of Irving, Crane, and numerous other writers. 3 credits

EN 273 Irish-American Literature

An examination of the Irish voice in American literature over the past two hundred years. Rooted in the eighteenth century, proliferating in the nineteenth, and flourishing in the twentieth, Irish-American literature is one of the oldest and largest bodies of ethnic writing produced by a single American immigrant group. The course focuses mainly on Irish-American writing of the twentieth century, although a sampling of earlier works is also studied. Among the authors included in the course are Finley Peter Dunne, F. Scott Fitzgerald, Eugene O'Neill, John O'Hara, James T. Farrell, J. F. Powers, Edwin O'Connor, Maureen Howard, J. P. Donleavy, Peter Hamill, William Kennedy, Mary Gordon, Frank McCourt, Alice McDermott, and Dennis Smith. 3 credits

EN 279 Irish Literature

A survey of Irish literature, including drama, poetry, prose from the eighth century to the present. The course includes a study of the Irish Literary Renaissance (Yeats, Synge, Lady Gregory, the Abbey Theatre) as well as the work of more recent Irish writers (Seamus Heaney, Eavan Boland, Brian Friel, Edna O'Brien) and some study of contemporary Irish film. 3 credits

EN 282 The Study of Human Behavior Through Literature

Students are taught how to apply basic theories from psychoanalysis and humanistic psychology to folk literature, drama, and fiction. 3 credits

EN 283 The Modern Italian Short Story

This course explores the Italian short story, focusing on the major writers of the 20th-century. There is an emphasis on neorealism, a term applied to a group of writers and filmmakers who emerged in 1945 and dealt in a forthright manner with everyday life. Some topics of discussion: World War II, Mussolini, fascism, and the Italian family. Special attention is paid to the works of Italo Calvino, one of Italy's most imaginative storytellers. Other writers include: Pirandello, Svevo, Parvese, Moravia, Ginzburg, Vittorini, and Soldati. Two neorealist films shown: Rossellini's *Open City* and De Sica's *The Bicycle Thief*.

3 credits

EN 285 The Modern Tradition: International Short Fiction

A study of important works of short fiction from around the world written during the last century. Texts have been selected on the bases of the degree to which and the specific manners in which they may be said to contribute to a characteristically "modern" sense of human existence and the function of narrative art. Through textual analysis, an effort is made to compare and contrast various versions of the modern experience as produced by such authors as Gogol, Melville, Mansfield, Joyce, Lawrence, Cather, Tolstoy, Chekhov, Kafka, Hemingway, Lessing, Borges, Barth, Boll, Mishima, Achebe, Erdrich, and Atwood.

3 credits

EN 289 Modern Women Writers

The course is a study of works by English, American, British and Australian writers of the 20th century, with particular emphasis on their efforts to address the conflicts encountered by women of diverse backgrounds in their various roles and stages in life. The genres includes fiction, memoir and autobiography. There is continuing attention to the literary traditions established by women authors, such as Virginia Woolf, Charlotte Perkins Gilman, Edith Wharton, Kate Chopin, Sylvia Plath, Susanna Kaysen, Jill Ker Conway, Maya Angelou, Carolyn Chute, Anne Tyler and Harriett Doerr.

3 credits

EN 335 Gender and Sexuality in Film and Literature

This course examines the way gender and sexuality are represented in film and literature. We begin with an overview of lesbians and gays in film history with Vito Russo's *The Celluloid Closet*; we then move through some popular films and novels from the 1960s to the present day, looking at the ways attitudes about gender are enmeshed with representations of homosexuality. Some of the themes and questions discussed are: What is the relationship between gender and sexuality? How are concepts of masculinity and femininity presented in novels and on screen? How have these representations changed, as our culture's rules about gender and sexuality have become less rigid? The goal of the course is to develop an analysis of current cultural assumptions about gender and sexuality, as they are revealed in film and fiction.

3 credits

EN 342 Voices and Visions: Five American Poets

An intensive study of five major American poets. Poems by Walt Whitman, Emily Dickinson, Robert Frost, T.S. Eliot and Langston Hughes are considered. The aim of the course is to examine significant themes in the work of these poets, and to explore the ways in which the poetic process develops structures and meanings through patterns of imagery and the complex resources of language. Some attention is given to the biographies of the poets and the historical periods in which they worked.

3 credits

EN 345 Representations

This course focuses on "ways of seeing" and the "gaze" which are constructed and maintained in contemporary culture within the concept of representation. The course is balanced on the margins of textual and visual materials (paintings and films), has an interdisciplinary theoretical base, and will examine the "presentation" and "representation" of self, subject, and identity as narrative, biography, and autobiography. We focus upon the notion of realism and politics of realism (or between traditional ways of seeing and deconstructed ways of seeing). By reading theoretical tracts on the "ways of seeing" and by using films and art slides to test these theoretical materials, we critique contemporary notions of "seeing" and "being seen." *Crosslisted under Visual and Performing Arts as FA 345. Students are not permitted to take this course under both designations.*

3 credits

EN 351 Writing the Immigrant Experience: Novels of Dislocation and Identity

Moving to a new country causes a loss of identity; creating a new way of life involves building a new self. The novels we read in this course chart the ways different immigrants to the United States respond to the need to recreate the self. The writers grapple with a new language and cultural obstacles; we explore the ways in which identity is created through this experience. The immigrant shapes a new self by assimilating into the dominant culture or marking one's difference from it. We look for what all these writers have in common as they use fiction to create a new identity, and we ask what it means to "be an American" in a multi-ethnic society.

3 credits

EN 355 Shakespeare I: The Elizabethan Age

A study of Shakespeare's earlier comedies and history plays. Works include *The Taming of the Shrew*, *A Midsummer Night's Dream*, *Richard III*, and *Henry IV, Part One*. *Romeo and Juliet* is also studied as an early tragedy.

3 credits

EN 356 Shakespeare II: The Jacobean Age

A study of Shakespeare's later comedies and the tragedies. Plays include romantic comedies (*As You Like It*, *Twelfth Night*), tragedies (*Hamlet*, *Othello*, *King Lear*), problem comedies (*Measure for Measure*), and romances (*The Tempest*).

3 credits

EN 361 18th Century English Literature

A selective survey of 18th century English literature. Authors studied include Pope, Swift, Gray, Johnson, Boswell, Goldsmith, Burns, and Montague.

3 credits

EN 362 Autobiography

Autobiography is a presentation of the writer's self to the reader, and it has a special fascination. The author's revelation draws the reader into a unique partnership: the reader's belief joined to the author's "confession" creates the autobiographical self. This course examines autobiographical writings from St. Augustine to the 20th century and considers their purpose: What do the authors reveal about themselves, and why? How much is convention, how much the truth? *3 credits*

EN 367 Victorian Poetry & Poetics

A study of poetry and theories of poetry by Victorian men and women. This course examines the various and varying concepts of "self" vis-a-vis Victorian culture, religion, science, politics, and sexuality in the works of some major poets. Beginning with Arnold and ending with Wilde, the course explores the poetics of literary movements such as Victorianism, Pre-Raphaelitism, Decadence, Aestheticism, and Symbolism. *3 credits*

EN 368 Imperial Fiction:**Novels of the West and East**

This course examines the tenor and temper of some British novels which are also tales of colonization. These tales are measured against the responses from peoples in those colonized nations. Specifically, the course focuses on theoretical questions which address colonized subjectivities by raising questions on issues of nation/narration, minority discourse/canonical injunctions, imperial/colonial subjectivity, identity, home and location/dislocation. The foundational and overarching premise of "orientalism" (as a gaze turned upon the colonized) undergirds most of the class discussions. *3 credits*

EN 370 Victorian Novels

This course forges a sense of continuity from the emergence of the novel in the 18th century to the development of the modern novel in the 20th century. By examining the various narrative strategies employed by writers during the 19th century, it re-addresses central Victorian concerns such as the tensions between the classes and the contentions between the sexes. This course also helps situate the origins of ideological, psychological, and social issues that come to dominate the modern novel by deconstructing the discourses of "self," "woman," "sexuality," and "family/marriage." We read Sand, Eliot, Dickens, Thackeray, Pater, Hardy, and Michel Foucault. *3 credits*

EN 372 Comedy

A survey of various forms of literary, dramatic and film comedy from Aristophanes to Joseph Heller. Emphasis is on how comic writers and directors use structure, character, tone, and convention to create comic forms, including festive comedy, satire, comedy of manners, farce, and black comedy. *3 credits*

EN 374 The Modern British Novel:**Henry James to the Present**

An analysis of significant developments in the British novel which occurred between the end of the 19th century and the contemporary period. Particular attention is paid to the great experimental novelists whose innovations radically changed the novel as a literary form and reflector of reality, writers such as Henry James, Joseph Conrad, D.H. Lawrence, James Joyce, and Virginia Woolf. *3 credits*

EN 376 Modern Drama

Selected readings of major modern Western plays from around 1850 to the end of the Second World War in 1945. The course includes plays from such major Western dramatists as Buchner, Ibsen, Shaw, Pirandello, Chekhov, and Brecht, with an occasional inclusion of lesser or non-canonical figures. The course operates in the form of a seminar and focus on close and careful reading of selected plays, paying attention to thematic and structural elements, conventions of the form or genre, and the cultural-material conditions under which the plays were created. *3 credits*

EN 377 Contemporary Drama

This course includes close and careful reading of contemporary plays from around 1950 to the present, beginning with Beckett and ending with the most recent plays available in text form. This course has a seminar format, and requires attendance and critical review of at least one live performance. Besides close and careful attention to thematic and structural elements and to conventions underlying dramatic form or genre, this course addresses the cultural-material conditions under which selected plays were created. *3 credits*

EN 378 The Spirit of Place — Environment as a Shaper of Identity in America

This course explores the psychological, sociological, and physical effects of the American Environment from the East coast to the West coast through essays, drama, novels and poetry. Through the writings of Arthur Miller, Tennessee Williams, Robert Frost, Emily Dickinson, Willa Cather, Edith Wharton, Nathaniel West, Wendell Berry, Philip Levine, M. Scott Momaday, among many others, the student studies the connection between place and soul as the sociological history of America unfolds chronologically. The student is able to better understand his/her identity rooted in a particular place through the mirror of the literature. *3 credits*

EN 379 Film and Literature

This course begins with a survey of the film industry's historical dependency upon literary properties. A comparison analysis is made of specific films adapted from novels, plays, short stories, and poems. The overall intention of this course is to provide the student with a historical and critical perspective on the film as an art form. *3 credits*

EN 380 Colonial American Literature

A survey of American literature between 1620 and 1830, focusing on the historical, theological, political, and personal contexts that conditioned the development of a recognizably "American" mode of literary representation. Authors include Shepard, Bradstreet, Rowlandson, Wheatley, Jefferson, Franklin, Brown, and Irving.

3 credits

EN 381 American Romanticism

A survey of American literature between 1830 and 1865, focusing on the relationship between this literature and the cultural and political history of the period. Authors include Emerson, Fuller, Poe, Hawthorne, Melville, Douglass, Fern, Jacobs, Whitman, and Dickinson.

3 credits

EN 382 American Literature: 1865-1920

This course concerns itself with the evolution of American realism after the Civil War and the subsequent naturalistic movement in American Literature. The writings of Twain, Howells, DeForest, James, Crane, Dreiser, and others.

3 credits

EN 383 American Literature: 1920-1950

The development of the modern American writer is traced from the post-World War I era through the Depression and to the period immediately following World War II. The writings of Fitzgerald, Hemingway, Faulkner, Frost, Steinbeck, O'Neill, Mailer, Lowell, Bellow, and others.

3 credits

EN 384 American Literature: 1950-Present

Significant developments in American fiction and poetry from the period immediately following World War II to the present. The writings of Salinger, Updike, Bellow, Vonnegut, Malamud, Barth, Pynchon, Ginsberg, Ferlinghetti, Sexton, and others.

3 credits

EN 387 The American Novel

Tracing the American novel from its imitative beginnings to its development as a unique literary form is the matter of this course. Representative novels by Hawthorne, Melville, James, Faulkner, Bellow, etc., are examined during the semester.

3 credits

**EN 389 Literature and Religion:
The American Experience**

This course surveys the relationship of literature to religion in the history of American letters. Beginning with the moral didacticism of early Puritan literature, the American writer has manifested a persistent concern with religio-ethical matters as well as the impact of religious institutions in shaping our social and cultural environment. Using literary texts by major American writers, the course evaluates both the critical perspective and relevance of the imaginative writer's treatment of religious questions.

3 credits

EN 391 Myth in American Literature

This course starts with an introduction to myth, in general, as an imaginatively conceived worldview or explanation of the meaning of life. Among the topics considered are the nature and genesis of myth, and the function of myth for the individual in the search for meaning and for the community in its search for collective meaning.

These ideas are then applied to mythic themes which have given structure to the American experience, particularly to the Myth of Adam, the Fall, the Seduction of Innocence, and Coming of the Tragic Hero, and Rebirth and Redemption.

Among the American authors read are Emerson, Hawthorne, Melville, Howells, James, Dreiser, Fitzgerald, Faulkner, Flannery O'Connor, and Vonnegut.

3 credits

**EN 396 The Quest for Meaning in
Children's Literature**

There is a large body of important literature for and about children which merits the attention of all serious students of literature. This course is an in-depth study of the search for existential meaning in some old and modern works which reflect the child's view of the world and the adult's view of childhood. Readings include *Classic Fairy Tales* (ed. by Opie), Grahame's *The Wind in the Willows*, E.B. White's *Charlotte's Web*, O'Dell's *Island of the Blue Dolphins*, and Oberski's *Childhood*. This course is not open to students who have taken EN 293, Classics in Children's Literature.

3 credits

Writing Courses**EN/W 200 Creative Writing**

This course is designed to foster creativity and critical acumen through extensive exercises in the composition of poetry and fiction. (formerly EN/W 300)

3 credits

EN/W 202 Creative Writing: Poetry I

Basically this is a workshop course concentrating on the analysis and criticism of student manuscripts, though a portion of the course is devoted to a discussion of major trends in contemporary poetry and significant movements of the past. Consideration is given to traditional forms, such as the sonnet and villanelle, as well as to modern experimental forms and free verse. Students are advised how to prepare and submit manuscripts to publishers. (formerly EN/W 302)

3 credits

EN/W 204 Creative Writing: Drama

For the student who desires a workshop approach to the composition of drama for the stage. Attention is given to the physical aspects of the stage and to problems of acting and production as they impact on the written word. The course concentrates on analysis of student manuscripts, and there is also some discussion of the work of major playwrights to illustrate various aspects of dramatic technique. (formerly EN/W 304)

3 credits

EN/W 205 Creative Writing: Fiction I

This course is for the student who seeks an intensive workshop approach to the composition of fiction. Emphasis is on the short story, and the course focuses on the analysis of student manuscripts, though there is also some discussion of the work of significant authors (past and present) as a way of sharpening the student's awareness of technique. The literacy marketplace for fiction is also discussed. (formerly EN/W 305)

3 credits

EN/W 208 Writing Fantasy, Science Fiction, and Suspense

Students study appropriate models written in the genres of fantasy, science fiction, and suspense. They concentrate on classroom exercises and extended writing projects to gain proficiency in writing these genres. Special attention is given to how these modes differ from more realistic types of literature and how to generate in the reading audience a receptive state of mind. (formerly EN/W 308)

3 credits

EN/W 214 Speech: Writing and Delivery

This course, which is an introduction to platform speaking, includes training and practice in the preparation and delivery of a speech. It also includes an introduction to the techniques of argumentation and persuasion. (formerly EN/W 314)

3 credits

EN/W 220 News Writing

This introductory course emphasizes the techniques used by reporters to collect information and write stories, primarily for newspapers but also for magazines and broadcast outlets. Students learn how to gather information, interview sources, write leads, structure a story, and work with editors. Students analyze how different news organizations package information, hear from guest speakers, and visit working journalists in the field. Students develop a higher level of "media literacy" and learn how to deal with the news media in their career. (Note: English Department rules call for completion of EN 11 and EN 12 before taking any other courses. Formerly ENW 322, Introduction to Writing for the Press. Not available to students who have completed that course.)

3 credits

EN/W 221 Contemporary Journalism

This intermediate level course sharpens student news gathering, writing and editing skills and prepares them for the demands of journalism jobs in the 21st century. Students write longer story packages, both in conventional print formats and in HTML language for World Wide Web distribution. Students cover on-campus and off-campus events, and also discuss libel and ethical concerns that can affect their writing and careers. (Note: course was previously numbered EN/W 321.) (Prerequisite: News Writing or permission of instructor.)

3 credits

EN/W 222 Journalism Editing and Design

Editing skills are in high demand in today's journalism job market, both for traditional and on-line sources of information. This intermediate level course emphasizes conciseness, precision, accuracy, style, and balance in writing and editing. The course includes researching and fact-checking, basic layout and design, headline and caption writing, and on-line editing. It is one of three cornerstone courses in journalism writing (along with News Writing and Contemporary Journalism.) (Prerequisite: News Writing or permission of instructor.)

3 credits

EN/W 287 Writing the Memoir

(offered in School of Continuing Education only)

Writing our life's stories. Memoirs of significant period(s) in your life: Life in the service; your childhood; your children and grandchildren; your relationships with your parents; your expedition(s); your business venture(s); etc. Serves as possible preparation for writing a full autobiography later on. Publication not the goal, but will be discussed.

3 credits

EN/W 295 Composition and Style

This course is designed as an intermediate course in basic non-fiction prose for those who wish to work further than EN 11 on their writing skills. Emphasis is on the cultivation of an individual style in short essays on everyday topics.

3 credits

EN/W 305 Creative Writing: Fiction II

This course is for those who have taken Creative Writing: Fiction I. While the class discusses the short short story, the novella, and the novel, it spends the most time on the full-length short story. To that end, the class discusses the work of six authors – Raymond Carver, Louise Erdrich, Ursula Hegi, Denis Johnson, Alice Munro, and Joyce Carol Oates – paying particular attention to the structure of each story. Each class member writes one short story, two full-length stories, and a longer project. (Prerequisite: EN/W 205.)

3 credits

EN/W 320 Writing the Feature Story

Feature writing is used to tell stories through people and places that are affected by news events or through a prominent issue of concern. The article type may take the form of personality profiles, consumer stories, travel articles, or trend pieces. This intermediate level course explores where feature stories are found, how they are constructed, and what makes them vibrant. Students also examine ways to market feature articles to newspapers and magazines. (Note: course was previously numbered EN/W 326.) (Prerequisite: News Writing or permission of instructor.)

3 credits

EN/W 322 Sports Reporting

Students in this advanced course learn how to capture the drama of sports events, on and off the field. They learn to write traditional game stories and profiles while also strengthening skills in interviewing, writing under deadline pressure and analyzing statistics. But they also go beyond spot stories to explore and write about the bigger picture, newer issues, and the overall allure of sports. (Prerequisite: News Writing or permission of instructor.)

3 credits

EN/W 332 Business Writing

This course introduces various forms of business writing, e.g., memos, letters, reports, news releases, advertising, speeches, employment resumes. During fall and spring semesters, student teams conduct major projects at corporations and non-profit organizations. In-class exercises and homework hone basic writing skills as they apply to business communication.

3 credits

EN/W 333 Corporate Communication

The course provides a contemporary overview of various facets of communication within a corporate environment. It introduces students to the principles, tools and techniques of corporate communication, exposing them to issues such as intercultural and nonverbal communication, positioning, and electronic communication. The syllabus covers topics such as interviewing skills, crisis communication, career planning and marketing, visual communication, event management, and direct mail. The course consists of lectures, class discussion groups, assignments and projects, and guest lectures by corporate communication professionals. This course is extremely helpful to those students who already have a grounding in business writing and presentation skills.

3 credits

EN/W 335 Technical Writing

This course introduces students to writing clearly and coherently about specialized information for a general audience. Students begin by writing an article, suitable for a popular magazine such as *Discovery* or *Omni*, on an issue related to science, health, or the environment. Students then learn to write instructions, proposals, and documentation. Students are introduced to document design, visual aids, and user-testing. The course is suitable for science and non-science majors.

3 credits

EN/W 338 Persuasive Writing

This course is for students who wish to strengthen their skills in argumentation. Students write to a variety of audiences in a variety of forms, such as editorials and proposals. Revision is emphasized: classes include some workshops and several peer editing sessions. Students are encouraged to develop a clear, forceful prose style.

3 credits

**ENW 341 Writing Creative Non-Fiction
(offered in School of Continuing Education only)**

This course required field research and the reading of articles and books by John McPhee, Gay Talese, Joan Didion, Edward Hoagland, Jan Morris, Tom Wolfe. There will be writing and revision every week, and one major piece to research and write.

3 credits

**EN/W 347 (Fall) or EN/W 348 (Spring)
Independent Writing Project**

Individual tutorials in writing. Students can obtain credit for writing for *The Mirror*, *The Sound*, or for other projects of personal interest. Course can be taken up to three times for credit. By permission of instructor. (Note to majors: only one Independent Writing Project can be counted as fulfilling the need for five field electives to complete the major. The department will consider exceptions only if multiple Independent Writing Project courses cover totally different subject areas; approval in advance is required.)

3 credits

History

Department Chair: David McFadden, Ph.D.

The Department of History introduces students to the richness and complexity of the human experience. The discipline of history trains students to understand history as "process": to research, analyze, synthesize, and critically evaluate evidence. To the historian, factual information is never an end in itself, but a means to understand how the conditions of our own day evolved out of the past. Students who attain high standards of scholarship are sponsored for membership in the Department's Psi Theta Chapter of Phi Alpha Theta, the International Honor Society for History, and participate in the special programs under its auspices.

The Major

For the B.A. degree in history, the major must complete History 30 and at least nine upper-division history courses (100 level and above). Four of these nine courses must be designated as advanced (300 level) of which at least two must involve a major research paper. The research seminar requirement may be fulfilled through HI 399. To ensure a broad background in historical study, majors are required to complete two upper-division courses in European history, two upper-division courses in U.S. history and two upper-division courses in non-Western history (Africa, Asia, Latin America, Middle East). At least one of these upper-division courses must focus primarily upon a period prior to 1750; at least one must focus primarily upon a period after 1750.

NOTE: Students may complete the entire History major through the School of Continuing Education.

History

Fairfield
University

Transfer

Requirements

9 Upper Div. Courses (4 at 300 level)

European History prior to 1700

1. _____ ☐ ☐

Other European History

1. _____ ☐ ☐

American History

1. _____ ☐ ☐2. _____ ☐ ☐

Third World History

1. _____ ☐ ☐2. _____ ☐ ☐

History Electives

1. _____ ☐ ☐2. _____ ☐ ☐3. _____ ☐ ☐

General Electives (12 Courses)

1. _____ ☐ ☐2. _____ ☐ ☐3. _____ ☐ ☐4. _____ ☐ ☐5. _____ ☐ ☐6. _____ ☐ ☐7. _____ ☐ ☐8. _____ ☐ ☐9. _____ ☐ ☐10. _____ ☐ ☐11. _____ ☐ ☐*12. _____ ☐ ☐

*If History Major course is used to fulfill a core requirement, 12 general electives are needed.

Introductory Courses

The University requires that all students take two history courses as part of their humanities studies within the liberal arts core curriculum. This requirement is fulfilled by HI 30 plus one intermediate-level course.

HI 30 Europe and the World in Transition

The course examines the history of Europe and its relationship to the world beyond from the end of the Middle Ages through the 19th century. Emphasis is placed on the cultural, social, economic and political forces and structures that led to the development of commercial and industrial capitalism, and upon the effects of this development on Europe, the New World, Asia and Africa.

Topics include the Renaissance and Reformation, European expansion and colonialism, the development of strong nation states, the Enlightenment, the Industrial Revolution and conflicting ideological and political responses, changing social, family and gender relationships, and the increasing interaction of European and non-European peoples.

Critical analysis of primary and secondary sources will develop skills in historical methodology that are of great value in many other academic pursuits. These skills will be enhanced through written assignments and class discussions. *3 credits*

Intermediate Courses, 200-299

All intermediate courses require HI 30 as prerequisite.

HI 200 The Birth of the Post-Modern World, 1850-1950

In the second half of the 19th century industrial, social, and scientific progress enables the West to conquer the globe. But the increasing mechanization of society brings the alienation of the individual and the growth of class and racial antipathies. A wave of -isms (Marxism, nationalism, imperialism, etc.) increases the stress. Ultimately the impact of two world conflicts demonstrates the fragility of Western supremacy and raises major problems of relationships with the Third World and the social revolutions within the old system. *3 credits*

HI 203 European Society in the Middle Ages

The social history of Europe from the agricultural revolution of the 11th century until the end of the Hundred Years War. From feudalism and the concept of courtly love, to the bitter power struggles of popes and monarchs, emphasis will be on the emerging institutions – secular and religious – which came both to define Western Europe in this and subsequent ages, and to provide its most enduring rifts and hatreds. The role of women in medieval society, the persecution of Jews and other minorities, the Crusades, and the Black Death are considered in depth, with particular focus on their impact on the lives of average Europeans. Readings from primary and secondary sources. *3 credits*

HI 211 Modern Germany I

The long road to Hitler begins. The tragic duality of German history — saviors and savages, soldiers and artists. Luther's break with Rome creates the never-solved problem of one Germany or two. The Hapsburg and Hohenzollern struggle for leadership pits universalism against nationalism. Germany embraces and then rejects the Enlightenment. The impact of the French Revolution and Napoleon forces the Germans into a united effort which, after the disastrous Revolutions of 1848, is crystallized into a national state by Bismarck. The Second Reich is born as a militarist, newly industrialized Germany.

3 credits

HI 212 Modern Germany II

A united Germany achieves world-power status and becomes an industrial and imperial leader. William II stumbles into World War I. The Versailles Treaty dooms Germany's Weimar experiment with democracy. The events that led to Hitler. The Third Reich — dreams, doom, and damnation. The Holocaust and its heritage — World War II and another defeat. The two post-war Germanies — problems and divergence. The turbulent road to unification, problems for the future, rise of the new right.

3 credits

HI 215 Ireland from the Middle Ages to Present

This course examines political, religious, economic, and social developments in the Irish island from early medieval times to the present day. Topics include Celtic culture and civilization, the coming of Christianity, the Viking and Norman invasions, the English conquests in the 16th and 17th centuries, the 18th-century Protestant Ascendancy, the subsequent struggle for Catholic Emancipation and Home Rule, the Potato Famine of 1845-50, the struggle for independence during the early twentieth century, the ultimate establishment of the Irish republic, the current problems in Northern Ireland, and the historical ties between Ireland and the United States.

3 credits

HI 216 Rise of the British Empire

This course examines British overseas expansion between 1500 and 1815: the Tudor-Stuart conquest of Ireland, the establishment of the North American colonies and West Indian plantations, the growth of British power in India during the 18th century, and the early phases of British rule in Canada, Australia, and South Africa. The causes and effects of imperial expansion are studied from the standpoints of British political development, British society, the English-speaking colonists, and the native peoples of the empire.

3 credits

HI 217 Britain and its Empire since 1800

Continues the examination of the British empire, from its great 19th-century expansion into Africa and Asia to its eventual crumbling under the impact of 20th-century independence movements and global war. Students compare the various independence movements, from the relatively peaceful transitions of Canada and Australia to the more violent ones by Ireland, South Africa, and India. The course finishes with an examination of the current racial and cultural conflicts that beset Britain's former colonies, with particular focus upon Ireland and South Africa.

3 credits

HI 218 The Renaissance and Reformation

The invention of the individual in the Italian Renaissance, and further developments by the great Northern Humanists (Petrarch, Boccaccio, Castiglione, Erasmus, Montaigne, Cervantes). Visions of society and the realities (Dante, Marsiglio of Padua, Machiavelli, More, Rabelais). God and Man (Erasmus, Luther, Calvin, Trent, the Jesuits, the Radicals). The Expanded Universe: the discovery of America and the new astronomy.

3 credits

HI 230 Early Modern France: Passion, Politics, and the Making of National Identity

The political, social, and cultural development of France from the 16th century Wars of Religion to the ascension of Napoleon I in 1804. Emphasis is on the effects of revolutionary change on daily life (including the role of women, popular piety, the church and religious dissent, and labor relations); and on the impact of new political languages beyond the borders of France itself. Source readings from the salon writings of the Bourbon court, to the raucous songs of the streets of Paris aid in considering if a "French identity" was formed during the period.

3 credits

HI 232 Jefferson's America: 1760-1850

This course covers material from the coming of the American Revolution through the Age of Jackson, including the Constitutional Convention, the Federalist era, Jeffersonian republicanism, and Jacksonian democracy. Emphasis is on the development of political parties in this era of alternating cohesion and division. Special attention is focused on the religious and reform movements of the antebellum period, including Shakerism, Transcendentalism, Mormonism, Abolitionism and Feminism. The role of "outsiders" — Africans free and slave, women, and American Indians — is stressed.

3 credits

HI 238 United States, 1850-1900

A study of the major transformations in the U.S. economy, society and politics from the decade of the crisis which led to the Civil War until the beginning of the Progressive Era. Forces of change in the U.S. — urbanization, industrialization, the maturation of corporate capitalism, and the growing importance of international affairs — are analyzed, as are their effects on the way people lived, thought, and acted. Special attention is given to the experiences of African-Americans, immigrants, and women.

3 credits

HI 239 Twentieth-Century U.S.

Course surveys development in American social, political, and economic life since 1900. Major themes include problems of advanced industrial society, the growing government role in the economy, America's growing role in the world, and social movements of the 1930s and 1960s. Attention is given to ethnic and cultural diversity within American society.

3 credits

HI 243 American Constitutional and Legal History I, 1776-1900

This course covers the origins of the American constitutional tradition, the manifold heritage of the American Revolution, Jeffersonian republicanism and federal judicial power, nationalism and the centralization of the Marshall court, the reaction on the Taney court, slavery and sectionalism, the Civil War, Reconstruction, the Second American Constitution, and the Gilded Age turn in American law.

3 credits

HI 244 American Constitutional and Legal History II, 1900-Present

This course examines the latter portion of the Fuller court, Imperialism and the Constitution, governmental efforts to restore economic competition, the police power, economic reform, Progressivism, the tradition of national supremacy, new turns in civil liberties, the New Deal and the old supreme Court, civil rights and the incorporation theory of the 14th amendment, and new roads back to legal conservatism. *3 credits*

HI 245 Feminism in America

We study feminism based on the premise that it is a multi-faceted struggle for women's autonomy and self-determination. The focus is largely confined to the United States, birth-place of the first organized women's movement. Periodically, we expand our view beyond the U.S. for purposes of comparison. During the 19th and 20th centuries, we analyze the development of the feminist movement as well as feminist theory. We explore the discourse on gender mediated by race and class and its impact on women's lives. Using primary and secondary sources, we work towards a historical definition of feminism. (formerly listed as HI 143) *3 credits*

HI 246 Excellent Women, Deviant Women: The Female Experience

This course is a survey of American women's history from the colonial era to the present. Our purpose is to explore the impact as well as the interdependence of gender, race and class on experience. Although the term social history describes our approach, we use biography to illuminate key issues and enrich our perspective. Through careful examination of primary and secondary sources, we pursue two themes: 1) the interplay of gender constructs through the myths and realities of women's lives 2) the crucial role women played in transforming public and private space. We see women as agents whose testimony and actions are vital to understanding our history. (formerly listed as HI 142) *3 credits*

HI 250 America Enters the World: United States Foreign Relations, 1763-1900

Explores the foundation of U.S. Foreign Relations from Independence in 1776 to the outbreak of World War I in 1914. This course looks closely at the interrelationship between ideals and reality as the new United States struggled to protect and confirm its independence, establish a Constitutional basis for foreign policy, and expand its borders and influence across the North American continent and around the world. Discusses such questions as Manifest Destiny, the Monroe Doctrine, the Mexican War, the displacement of Native Americans, southern expansionism and the Civil War, the Spanish American War, and the Open Door Policy as the United States became a world power on the eve of World War I. *3 credits*

HI 251 The American Century: The U.S. and the World since 1900

Examines the development, crises, and turning points in U.S. relations with the world from Woodrow Wilson to the present. Explores issues such as U.S. reactions to the Russian Revolution, World War I, isolationism and the coming of World War II, the Grand Alliance, the origins and development of the Cold War, the Nuclear Arms Race, the Vietnam War, the United States and Latin America, U.S.-Soviet Relations, the Middle East and Persian Gulf crises. *3 credits*

HI 253 Colonial America, 1584-1760

A study of the foundations of American civilization. The colonial systems of Spain, France, and England are compared. The course stresses the development of the British colonies in New England, the mid-Atlantic, and the South. Special emphasis is on such topics as Puritanism, the Great Awakening, and the Enlightenment in America. An exploration of Indian-white relations and the development of white attitudes towards blacks is included. *3 credits*

HI 260 The Indian in American History

After a broad survey of prehistoric Indian cultures in North America as they existed before contact with Europeans, this course focuses upon European contact and its effects on Native American culture. The Indian's role in the colonial period of eastern North American history is explored as are the ways in which Indian societies west of the Mississippi River responded to U.S. expansion in the 19th century and to that of the Spanish earlier. The evolution of federal Indian policy from the American Revolution to the late twentieth century is a major topic. *3 credits*

HI 263 Inventing Themselves: African-American Women in U.S. History

At the intersection of race, gender and class, African-American women often challenged the codification of blackness and femaleness as well as a limited conception of class consciousness. From the diaspora to the present, they created forms of resistance, devised survival strategies and transmitted cultural knowledge while defying racial/gendered stereotypes. The multiple roles assumed by Black women during their struggle from slaves to citizens in the U.S. represent a complex study of the relational nature of difference and identity. This course focuses on African-American women as subjects and agents of pivotal importance within the family, community and labor force. *3 credits*

HI 275 Russia's Road to Revolution, 1689-1917

The modernization of Russia since Peter the Great; the impact of Western culture in the 18th century; Catherine the Great as reformer; intellectual protest against autocracy and serfdom; revolutionary ferment: Slavophiles and Westerners; from populism to Marxism-Leninism; the revolution of 1905; the industrialization of Russia to 1914; the revolutions of 1917. *3 credits*

HI 280 The West and the Middle East

An examination of Western and Middle Eastern relations from the 18th century to the present. An effort is made to relate recurring upheavals of the Middle East, including conflicts between ethnic-religious groups and economic classes, to structural transformations that have developed over two centuries. Topics include: Western colonization and conquest; Middle Eastern nationalism; the Arab-Israeli conflict; the economics and politics of oil; the Islamic revival. *3 credits*

HI 282 Social and Cultural History of China and Japan

Examines the traditional institutions of the classical and imperial ages of China and Japan to c. 1800. Topics include: the Confucian basis of society, state, and education, the diffusion of Sinic culture among China's neighbors, arts and aesthetics, Japanese feudalism and the samurai tradition, early western contacts with China and Japan. *3 credits*

HI 283 China, Japan, and the West, 1600-Present

A study of the transformation of traditional civilizations of East Asia since 1800. Topics include the impact of the West and the opening of China and Japan, Japan's Meiji reform and rise to a world power, imperialist rivalry in China, and Nationalism and Communism in the 20th century. *3 credits*

HI 284 Twentieth Century Russia

This course covers such major themes as the impact of the 1905 and 1917 Revolutions; Lenin, War Communism, and the New Economic Policy; Stalin, Collectivization and the Great Purges; the Russian War Experience and the Cold War; Khrushchev, Reform, and DeStalinization; Brezhnev, stagnation and detente; Gorbachev, glasnost, perestroika, and political and economic crisis; the Revolution of 1989-1991; post-Soviet Russia. (formerly HI 384) *3 credits*

HI 288 Colonial Latin America, 1492-1800

Indian cultures, Portuguese and Spanish institutions and values on the eve of the conquests. The clash of cultures and interests and three ensuing centuries of New World dialectics: conquistadores, viceroys, colonists, priests, friars, Indian caciques and peasants, black slaves, free mulattoes mutually interacting and forming, by 1800, a new civilization composed of varying hybrid cultures from the Rio Grande to Tierra del Fuego. The Iberian colonies on the eve of the 19th century revolutions for independence. *3 credits*

HI 289 Latin America in Revolution, 1800-present

The successful overthrow of the Colonial establishment 1808-1826, and two centuries of ensuing political, economic, social and cultural instability and the search for a viable social order. Emphasis is placed on the elusive search for reform in the 20th century, an age of revolution, counter-revolution, and persistent oligarchies. The failure of the revolutionary experience in Mexico, Chile and Nicaragua, the current ascendancy of neo-liberalism and the great cultural achievements of the 20th century are given special consideration. *3 credits*

Advanced Courses, 300-399

All advanced courses require HI 30 and one intermediate course.

HI 316 The French Revolution and Napoleon

The course deals with the causes of the Revolution, the move from moderate to radical change, the dynamics of the Terror, the roots of counterrevolution, and the reaction that led to military dictatorship; it also analyzes Napoleon's career, the basis of his empire and its relationship to the satellite kingdoms, and the effects of French hegemony upon Europe. *3 credits*

HI 317 Religious Outsiders in Early Modern France and Europe

The role of religious minorities, including Protestants, Jews, and Catholic splinter groups is explored from 1492 to the French Revolution, with emphasis on the political and social aspects of each group's existence. Images of religious minorities, and forms of oppression and persecution, are examined in order to determine the boundaries of authority and the nature of belonging in European society, and how they were changing during this period. Primary and secondary sources are used. *3 credits*

HI 323 Tudor-Stuart Britain, 1485-1714

This course examines the changes in church, state, and society that took place in the British Isles from the accession of Henry VII to the death of Queen Anne. These centuries saw the unification of England, Ireland, and Scotland under a single government, the development of that government from feudal kingship into Parliamentary-based bureaucracy, and the shattering of medieval Catholicism into a variety of different churches and doctrines. The course also examines the structure of Tudor-Stuart society, and the cultural changes resulting from the Renaissance and the Scientific Revolution. *3 credits*

HI 354 American Military History

Through a study of America's wars from the 17th century to Vietnam we examine the role of the military in a democratic society and its effects on our nation's political, economic, social, cultural and environmental institutions. We analyze the changing nature of warfare through strategy and tactics, logistics, technology and weaponry. Geopolitics, the military-industrial complex, wars of national liberation, and counterinsurgency are topics of investigation. *3 credits*

HI 355 The United States in World War II

An investigation of the origins of World War II from the failures of the World War I peace settlements, the League of Nations, and Collective Security to the eruption of war in Europe and the Japanese attack on Pearl Harbor. The important diplomacy of the war-time alliance, the major Theatres of War and the military campaigns of Europe, Russia, North Africa and the Mediterranean, Asia and the Pacific, the use of the Atomic Bomb and the failure to make a satisfactory peace are studied. *3 credits*

HI 363 China in Revolution

We begin our study with the 19th century imperialist legacy that gave rise to Chinese nationalism and the Chinese revolution of 1911. Major topics include Sun Yat-sen's vision for China, the struggle between the Nationalists and Communists for control of China, the impact of Japanese imperialism and World War II, and the founding of the People's Republic of China in 1949. The PRC's domestic and foreign policies are analyzed through the "Great Leap Forward," the thought of Chairman Mao, the Great Proletarian Cultural Revolution, the Sino-Soviet bloc relations, Korea, Vietnam, and the "two Chinas issue" with the United States.

3 credits

HI 371 Arab-Israeli Conflict

The course traces the Arab-Israeli Conflict from the end of the 19th century until the present. Emphasis is placed upon the political and socio-economic transformation of Palestine as Zionists and Palestinian Arabs struggled for political sovereignty in the same land. Topics include: Anti-Semitism and the Birth of Zionism; the British Mandate; the Creation of Israel; the Relationship between Israel and the Arab States; the Israeli occupation of the West Bank and Gaza; the Rise of the Palestinian Resistance; Israel's War in Lebanon; Prospects for the Future.

3 credits

HI 399 Independent Study

Open to seniors only. A course designed to provide an opportunity for advanced students to develop critical reading skills and writing ability in a tutorial arrangement with a chosen professor. Normally, the course results in a serious paper of publishable quality in student-centered journals (15-20 pages).

Students must apply to a professor under whose direction they wish to study during the normal registration time of the preceding semester. All independent study must have the concurrence of the Department chairperson.

3 credits

Mathematics and Computer Science

Acting Department Chair: Matthew Coleman, Ph.D.

The major in Computer Science is described under its own heading.

Major in Mathematics

Major in mathematics: The mathematics major at Fairfield is designed to give the student as strong and as wide a background in undergraduate mathematics as possible. This major provides the foundation for further graduate studies in theoretical or applied fields of mathematics.

Graphing calculators and computer software are integrated as much as possible in the mathematics curriculum. Mathematics majors are required to have a graphing calculator at least as powerful as a TI-83.

All mathematics majors will take a comprehensive examination in their senior year. A grade of Passed with Distinction, Passed, or Failed will be recorded on the transcript.

Majors in mathematics must complete 3 credits of a high level computer programming language, such as Pascal, C, or FORTRAN by the end of their junior year. Students who can demonstrate proficiency in one of these languages may have this requirement waived by the Department Chair.

Although physics is the usual science taken by majors in mathematics or computer science, a different laboratory science may be substituted with permission of the Chair.

Students who wish to double major in mathematics and a science are encouraged to meet with the chairs of the respective departments so that appropriate modifications to the requirements can be made.

Bachelor of Science

Mathematics

	Fairfield University	Transfer
Math/Science Core:		
MA 171 Differential Calculus	<input type="checkbox"/>	<input type="checkbox"/>
MA 172 Integral Calculus	<input type="checkbox"/>	<input type="checkbox"/>
2 semesters Lab Science	<input type="checkbox"/>	<input type="checkbox"/>
Major:		
MA 271 Multivariable Cal. I	<input type="checkbox"/>	<input type="checkbox"/>
MA 272 Multivariable Cal. II	<input type="checkbox"/>	<input type="checkbox"/>
MA 231 Discrete Math.	<input type="checkbox"/>	<input type="checkbox"/>
MA 235 Linear Algebra	<input type="checkbox"/>	<input type="checkbox"/>
MA 334 Abstract Algebra	<input type="checkbox"/>	<input type="checkbox"/>
MA 371 Real Analysis	<input type="checkbox"/>	<input type="checkbox"/>
6 electives		
1. Programming Languages	<input type="checkbox"/>	<input type="checkbox"/>
2. _____	<input type="checkbox"/>	<input type="checkbox"/>
3. _____	<input type="checkbox"/>	<input type="checkbox"/>
4. _____	<input type="checkbox"/>	<input type="checkbox"/>
5. _____	<input type="checkbox"/>	<input type="checkbox"/>
6. _____	<input type="checkbox"/>	<input type="checkbox"/>

General Electives (8)**Bachelor of Science**

Major in Mathematics with a concentration in Computer Science

	Fairfield University	Transfer
Math/Science Core:		
MA 171 Differential Calculus	<input type="checkbox"/>	<input type="checkbox"/>
MA 172 Integral Calculus	<input type="checkbox"/>	<input type="checkbox"/>
2 semesters Lab Science	<input type="checkbox"/>	<input type="checkbox"/>
Major:		
MA 271 Multivariable Cal. I	<input type="checkbox"/>	<input type="checkbox"/>
MA 272 Multivariable Cal. II	<input type="checkbox"/>	<input type="checkbox"/>
MA 231 Discrete Math.	<input type="checkbox"/>	<input type="checkbox"/>
MA 235 Linear Algebra	<input type="checkbox"/>	<input type="checkbox"/>
MA 334 Abstract Algebra	<input type="checkbox"/>	<input type="checkbox"/>
MA 371 Real Analysis	<input type="checkbox"/>	<input type="checkbox"/>
MA Elective (Theor.)	<input type="checkbox"/>	<input type="checkbox"/>
MA Compreh. Exam	<input type="checkbox"/>	<input type="checkbox"/>
CS 131 Computer Prog. I	<input type="checkbox"/>	<input type="checkbox"/>
CS 132 Computer Prog. II	<input type="checkbox"/>	<input type="checkbox"/>
CS 221 Computer Organ. and Assembly	<input type="checkbox"/>	<input type="checkbox"/>
CS 232 Data Structures	<input type="checkbox"/>	<input type="checkbox"/>
CS 342, 343 or MA elective	<input type="checkbox"/>	<input type="checkbox"/>
CS 354 Theo. of Prog. Lang.	<input type="checkbox"/>	<input type="checkbox"/>
CS/MA 377 Num. Analysis	<input type="checkbox"/>	<input type="checkbox"/>

General Electives (5)

NOTE: Advanced courses for the mathematics major are offered daytime only.

Mathematics Courses for Non-Majors**MA 10 Mathematics for Liberal Arts
(offered in School of Continuing Education only)**

Major mathematical concepts are presented in an historical and cultural setting. Topics include geometry, set theory logic, differential, and integral calculus. The interplay between mathematics, philosophy, and the arts is explored in addition to the more traditional relationship between mathematics and the physical sciences. Mathematics is treated as an art for its aesthetic beauty as well as a science. The course is oriented to giving a mathematician's view of the subject rather than preparing a student for a specific application of mathematics. *3 credits*

The following courses are usually offered through the School of Continuing Education

MA 17 Introduction to Probability and Statistics

An introduction to the theory of statistics. Course includes measures of central tendency, variance, Chebyshev's theorem, probability theory, binomial distribution, normal distribution, the central limit theorem, and estimating population means for large samples. *3 credits*

MA 19 Introduction to Calculus

This course introduces differentiation and integration and shows how these ideas are related. The focus is on illustrating how a huge array of important and interesting questions in geometry, applications and life, when expressed in the language of functions, turn out to be questions about derivatives and integrals, and are amenable to the same body of techniques and universal principles. The basic concepts are introduced numerically, algebraically and geometrically with graphing calculators being used to illustrate many of the underlying geometrical ideas. *3 credits*

MA 27 Intermediate Business Statistics

This course is intended for students who have taken both MA 17 and MA 19. It covers the tools and techniques of statistics most commonly seen in business applications. It is intended as a course to meet the third semester of the Business School's quantitative requirement. (Students who have had MA 121/122 or 171/172 should take MA 217.) Topics include (multi)linear regression and correlation, inference, including t-tests, and chi-square tests, and analysis of variation (ANOVA). (Prerequisites: MA 17, MA 19) *3 credits*

MA 121 & 122 Applied Calculus I & II

MA 121: Plane analytic geometry; foundations of the calculus; differentiation of algebraic functions; extrema and curve sketching; applications of derivatives. *3 credits*
(formerly listed as MA 21)

MA 122: Antiderivatives; the Fundamental Theorem of Calculus; differentiation and integration of trigonometric, logarithmic, and exponential functions; techniques of integration; applications of the definite integral. (Prerequisite: MA 121 or equivalent.) *3 credits*
(formerly listed as MA 22)

MA 125 & 126 Calculus I & II:

Engineering and Physics Majors

MA 125: Analytic geometry, continuous functions, derivatives of algebraic and trigonometric functions, product and chain rules, implicit functions, extrema and curve sketching, indefinite and definite integrals, applications of derivatives and of antiderivatives.

(formerly listed as MA 25)

3 credits

MA 126: Exponential and logarithmic transcendental functions, their derivatives and their integrals; The Fundamental Theorem of Calculus; applications to area, arc length and volumes of revolution; hyperbolic functions, inverse trig functions; methods of integration, by substitution and parts; indeterminate forms and improper integrals. (Prerequisite: MA 125 or equivalent.)

(formerly listed as MA 26)

3 credits

MA 225 Applied Calculus III

Partial differentiation, multiple integrals, infinite series, and first order differential equations. (Prerequisites: MA 121-122.)

3 credits

MA 227 Calculus III:

Engineering and Physics Majors

Infinite series, tests for convergence, power series, Taylor series; geometry in 3-space; partial differentiation of continuous functions; chain rule, exact differentials, maxima and minima; multiple integration; application to volumes, center of gravity; polar, cylindrical and spherical coordinates. (Prerequisite: MA 126 or equivalent.)

3 credits

MA 228 Calculus IV:

Engineering and Physics Majors

Vector arithmetic and algebra, dot and cross products, parametric equations, lines and planes; gradient, directional derivative, curl, divergence; line integrals, work, Green's theorem, surface integrals; Stokes and divergence theorems. (Prerequisite: MA 227 or equivalent.)

3 credits

MA 321 Ordinary Differential Equations

Solutions of first and second order differential equations by formal methods. Linear equations are studied in detail. Systems of equations. Series solutions. Applications to geometry and physics. (Prerequisite: MA 225 or the equivalent.)

3 credits

Modern Languages and Literatures

Department Chair: Robert Webster, Ph.D.

The study of modern foreign languages, as well as their cultures and literatures in the original, is an intellectual experience that offers the student another point of view on life. Knowledge of a language other than English is freedom from the restraints of seeing but one reality, and the new perspectives that are gained from understanding the expression of another people are the essence of a liberal education.

The Department of Modern Languages and Literatures stresses proficiency in all language skills in order to prepare students for careers in business, communication, education, government, health sciences, social work, and related professions.

The department offers instruction in the following languages: Chinese, French, German, Hebrew, Italian, Japanese, Russian and Spanish. Currently, majors and minors are available in French, German and Spanish.

The 300-level courses are conducted in the language and students are encouraged to consult with a member of the Department when selecting them.

Students should consult with the department chair for major course requirements.



Modern Languages and Literatures

24 Credits in language of concentration at 200 or 300 level.

	Fairfield University	Transfer
Literature		
1. _____	<input type="checkbox"/>	<input type="checkbox"/>
2. _____	<input type="checkbox"/>	<input type="checkbox"/>
3. _____	<input type="checkbox"/>	<input type="checkbox"/>
4. _____	<input type="checkbox"/>	<input type="checkbox"/>
Composition		
1. _____	<input type="checkbox"/>	<input type="checkbox"/>
Conversation		
1. _____	<input type="checkbox"/>	<input type="checkbox"/>
Culture		
1. _____	<input type="checkbox"/>	<input type="checkbox"/>
Language Elective		
1. _____	<input type="checkbox"/>	<input type="checkbox"/>
Free Electives		
1. _____	<input type="checkbox"/>	<input type="checkbox"/>
2. _____	<input type="checkbox"/>	<input type="checkbox"/>
3. _____	<input type="checkbox"/>	<input type="checkbox"/>
4. _____	<input type="checkbox"/>	<input type="checkbox"/>
5. _____	<input type="checkbox"/>	<input type="checkbox"/>
6. _____	<input type="checkbox"/>	<input type="checkbox"/>
7. _____	<input type="checkbox"/>	<input type="checkbox"/>
8. _____	<input type="checkbox"/>	<input type="checkbox"/>
9. _____	<input type="checkbox"/>	<input type="checkbox"/>
10. _____	<input type="checkbox"/>	<input type="checkbox"/>
11. _____	<input type="checkbox"/>	<input type="checkbox"/>
12. _____	<input type="checkbox"/>	<input type="checkbox"/>

NOTE: Advanced language courses are available daytime only.

The following courses are usually offered through the School of Continuing Education

Chinese**CI 11-12 Basic Chinese**

The goal of this two-semester sequence is to teach the essentials of pronunciation, structure, and usage in order for students to acquire the skills of listening, speaking, reading, and writing. Three/Four classes per week, as determined by the Department, and utilization of ancillary materials in the Culpeper Language Resource Center, as determined by the instructor.

4 credits each

CI 101-102 Intermediate Chinese

In this two-semester sequence, the structure and current usage of the Chinese language are reviewed and practiced to improve the student's ability to speak and to write as well as to read literary and cultural selections. Three classes per week and utilization of ancillary materials in the Culpeper Language Resource Center, as determined by the instructor.

4 credits each

French**FR 11-12 Basic French**

The goal of this two-semester sequence is to teach the essentials of pronunciation, structure, and usage in order for students to acquire the skills of listening, speaking, reading, and writing. Three/Four classes per week, as determined by the Department, and utilization of ancillary materials in the Culpeper Language Resource Center, as determined by the instructor.

4 credits each

FR 49-50 Basic French Review

This two-semester sequence is intended for students who have studied French for one or two years in secondary school but who are not prepared to take FR 101-102. Students build their communicative competency in the four skills, review and apply grammar to real-life situations, use tutorial and/or technological assistance extensively. Final oral proficiency of at least Novice High on the ACTFL/ETS scale is expected. Students who complete FR 49-50 must then take FR 101-102 in order to satisfy the core language requirement. Students must obtain written permission from the instructor or the Departmental chair in order to enroll in this class.

3 credits each

FR 101-102 Intermediate French

In this two-semester sequence, the structure and current usage of the French language are reviewed and practiced to improve the student's ability to speak and to write as well as to read literary and cultural selections. Three classes per week and utilization of ancillary materials in the Culpeper Language Resource Center, as determined by the instructor.

3 credits each

German

GM 11-12 Basic German

The goal of this two-semester sequence is to teach the essentials of pronunciation, structure, and usage in order for students to acquire the skills of listening, speaking, reading, and writing. Three/Four classes per week, as determined by the Department, and utilization of ancillary materials in the Culpeper Language Resource Center, as determined by the instructor.

4 credits each

Hebrew

HE 11-12 Basic Hebrew

The goal of this two-semester sequence is to teach the essentials of pronunciation, structure, and usage in order for students to acquire the skills of listening, speaking, reading, and writing. Three/Four classes per week, as determined by the Department, and utilization of ancillary materials in the Culpeper Language Resource Center, as determined by the instructor.

4 credits each

HE 101-102 Intermediate Hebrew

In this two-semester sequence, the structure and current usage of the Hebrew language are reviewed and practiced to improve the student's ability to speak and to write as well as to read literary and cultural selections. Three classes per week and utilization of ancillary materials in the Culpeper Language Resource Center, as determined by the instructor.

3 credits each

Italian

IT 11-12 Basic Italian

The goal of this two-semester sequence is to teach the essentials of pronunciation, structure, and usage in order for students to acquire the skills of listening, speaking, reading, and writing. Three/Four classes per week, as determined by the Department, and utilization of ancillary materials in the Culpeper Language Resource Center, as determined by the instructor.

4 credits each

IT 101-102 Intermediate Italian

In this two-semester sequence, the structure and current usage of the Italian language are reviewed and practiced to improve the student's ability to speak and to write as well as to read literary and cultural selections. Three classes per week and utilization of ancillary materials in the Culpeper Language Resource Center, as determined by the instructor.

3 credits each

Japanese

JA 11-12 Basic Japanese

The goal of this two-semester sequence is to teach the essentials of pronunciation, structure, and usage in order for students to acquire the skills of listening, speaking, reading, and writing. Three/Four classes per week, as determined by the Department, and utilization of ancillary materials in the Culpeper Language Resource Center, as determined by the instructor.

4 credits each

JA 101-102 Intermediate Japanese

In this two-semester sequence, the structure and current usage of the Japanese language are reviewed and practiced to improve the student's ability to speak and to write as well as to read literary and cultural selections. Three classes per week and utilization of ancillary materials in the Culpeper Language Resource Center, as determined by the instructor.

4 credits each

Russian

RU 11-12 Basic Russian

The goal of this two-semester sequence is to teach the essentials of pronunciation, structure, and usage in order for students to acquire the skills of listening, speaking, reading, and writing. Three/Four classes per week, as determined by the Department, and utilization of ancillary materials in the Culpeper Language Resource Center, as determined by the instructor.

4 credits each

RU 101-102 Intermediate Russian

In this two-semester sequence, the structure and current usage of the Russian language are reviewed and practiced to improve the student's ability to speak and to write as well as to read literary and cultural selections. Three classes per week and utilization of ancillary materials in the Culpeper Language Resource Center, as determined by the instructor.

4 credits each

Spanish

SP 11-12 Basic Spanish

The goal of this two-semester sequence is to teach the essentials of pronunciation, structure, and usage in order for students to acquire the skills of listening, speaking, reading, and writing. Three/Four classes per week, as determined by the Department, and utilization of ancillary materials in the Culpeper Language Resource Center, as determined by the instructor.

4 credits each

SP 101-102 Intermediate Spanish

In this two-semester sequence, the structure and current usage of the Spanish language are reviewed and practiced to improve the student's ability to speak and to write as well as to read literary and cultural selections. Three classes per week and utilization of ancillary materials in the Culpeper Language Resource Center, as determined by the instructor.

3 credits each

Philosophy

Acting Chair: R. James Long, Ph.D.

Philosophy is a quest for truth, for ultimate values. The objective of our program, then, is to develop in the student a philosophic habit of mind by which he or she seeks to discover these values. We feel that the quest and the values are interdependent; the mind feeds on value, but values do not submit themselves except through critical evaluation of one's experience. Although there is no one prescribed methodology by which this critical attitude is developed, the emphasis in our program is placed on a blend of the thematic and the historical. Only in the light of their evolution and cultural context can values be thoroughly understood.

Philosophy is delimited and defined today by three major schools: analytic philosophy, existentialism and phenomenology, and speculative or traditional philosophy. Each tradition is represented in Fairfield University's philosophy program. This variety of perspectives gives a broad outlook to the student. The rigor of the program develops confidence and skill within the student.



Philosophy

	Fairfield University	Transfer
Core: Ph 10	<input type="checkbox"/>	<input type="checkbox"/>
Modern Philosophy (PH 100-199)		
1. _____	<input type="checkbox"/>	<input type="checkbox"/>
Major Philosophies		
1. _____	<input type="checkbox"/>	<input type="checkbox"/>
2. _____	<input type="checkbox"/>	<input type="checkbox"/>
Logic		
1. _____	<input type="checkbox"/>	<input type="checkbox"/>
*PH Electives (5 Courses)		
1. _____	<input type="checkbox"/>	<input type="checkbox"/>
2. _____	<input type="checkbox"/>	<input type="checkbox"/>
3. _____	<input type="checkbox"/>	<input type="checkbox"/>
4. _____	<input type="checkbox"/>	<input type="checkbox"/>
5. _____	<input type="checkbox"/>	<input type="checkbox"/>
General Electives (10 Courses)		
1. _____	<input type="checkbox"/>	<input type="checkbox"/>
2. _____	<input type="checkbox"/>	<input type="checkbox"/>
3. _____	<input type="checkbox"/>	<input type="checkbox"/>
4. _____	<input type="checkbox"/>	<input type="checkbox"/>
5. _____	<input type="checkbox"/>	<input type="checkbox"/>
6. _____	<input type="checkbox"/>	<input type="checkbox"/>
7. _____	<input type="checkbox"/>	<input type="checkbox"/>
8. _____	<input type="checkbox"/>	<input type="checkbox"/>
9. _____	<input type="checkbox"/>	<input type="checkbox"/>
10. _____	<input type="checkbox"/>	<input type="checkbox"/>
11. _____	<input type="checkbox"/>	<input type="checkbox"/>

*Courses in Applied Ethics can be used to satisfy this requirement.

The following courses are usually offered through the School of Continuing Education.

**PH 10 Introduction to Philosophy:
Ancient and Medieval**

The aim of this course is to introduce the student to great philosophers of the classical and medieval periods, and through them to the discipline of philosophy in general. *3 credits*

Modern Options

All courses numbered 150-161 require PH 10 as a prerequisite.

PH 150 Modern Philosophy

This course serves to introduce the student to the philosophy and methods of philosophers from the 17th century to the present through a study of the writings of such philosophers as Bacon, Descartes, Hobbes, Hume, Kant, Tocqueville, Nietzsche, and James. The readings focus on issues in methodology, epistemology, metaphysics, and politics. *3 credits*

PH 153 Existentialism and its Modern Background

This course explores the basic themes and ideas of existentialism by relating them to their background in European culture and philosophy. Special attention is given to the thoughts of Descartes, Pascal, Kant, Hegel, Kierkegaard, Nietzsche, Heidegger, and Sartre. *3 credits*

PH 155 Philosophy of Science

A survey of the philosophic background against which contemporary discussions of philosophy of science must inevitably take place with emphasis on contemporary discussions of both natural and social science. Special attention is given to the "contextuality" of scientific knowledge. *3 credits*

PH 156 Ethical Theory

The course offers a general discussion of the nature of ethics or "moral philosophy" and a comparative study of the various schools of ethical theory. The course considers such themes as freedom, conscience, the nature of the good, and responsibility. *3 credits*

Electives

All courses numbered 200-299 require PH 10 and a 100-level philosophy course as prerequisites.

PH 203 Logic

This course is designed to provide a basic acquaintance with prevailing systems and methods of logic, notably traditional (Aristotelian) and modern (standard mathematical) logics. *3 credits*

PH 206 20th Century Philosophy

This course presents a coherent picture of the main currents of contemporary philosophy in both the Western and the non-Western tradition: Phenomenology and Existentialism, Prag-

matism and Analytic Philosophy, Marxism and Dialectic Materialism, and Philosophy of History and Culture. *3 credits*

PH 207 Aesthetics

A study of aesthetic experience and an examination of concepts like imitation, expression, and psychic distance; a consideration of the relationships among the various arts, and an exploration of the role of art in life. *3 credits*

PH 209 Augustine, Pascal, and Camus

This course takes as its focus the rich and enduring philosophical synthesis of the Bishop of Hippo as compared with two of his modern/contemporary disciples, Blaise Pascal and Albert Camus. These three thinkers came from three very different eras, and these differences should not be minimized. There is, however, a common strain in their thinking, which should become evident in the course of our study. To put it in simplest terms, all three – Augustine, Pascal, and Camus – share a conviction that the affective part of the human person (or, in more traditional terminology, the will) is at least as important as the reason and often overrides it (as in Pascal's famous dictum: *The heart has its reasons which reason knows nothing of*). It was, in fact, Augustine who first emphasized the importance of the will and of the will-act, which is love, and his powerful message impacted not only on Christian thinkers (like Pascal), but also on unbelievers (like Camus). Pascal found Augustinianism a welcome refuge from what he considered the excessive rationalism of Descartes, and Camus, who wrote his dissertation on Plotinus, discovered a resonance between Augustinian Neoplatonism and the movement that eventually became known as existentialism. *3 credits*

PH 211 Epistemology

What is the difference between knowledge and mere belief or opinion? What do we really know, and how do we know it? Epistemology—the study of knowledge—is the branch of philosophy concerned with such questions. The course explores epistemological issues through an examination of some of the important contributions to the field. *3 credits*

**PH 212 Political Philosophy:
Plato to Machiavelli**

This course considers the evolution of political thinking from the Golden Age of Athenian democracy to the dawn of the modern period. It takes as its focus the changing views of the body politic from Plato through Augustine, Thomas Aquinas and Marsilius, to Renaissance thinkers like More and Machiavelli. *3 credits*

PH 214 The Problem of God

This course studies the problem of the existence of God, including the metaphysical and epistemological issues entailed therein, as developed by such thinkers as Augustine, Anselm, Aquinas, Descartes, Kant, Kierkegaard, and James. *3 credits*

PH 215 Metaphysics

This course concerns itself with being as being and our knowledge of being; its aim is to develop in the student's mind an operative habit of viewing reality in its ultimate context. *3 credits*

PH 217 Mysticism and Western Philosophy

This course studies and compares the sometimes conflicting, sometimes complementary traditions in the history of Western thought: the intellectual and the affective or mystical. The one stresses the ability of the reason to know, even something of the divine; the other abandons the reason for the "one thing necessary." Among the philosophers to be read are Plotinus, Augustine, PseudoDionysius, Bernard, Bonaventure, Thomas d'Aquino, Eckhart, and Dante. 3 credits

PH 219 Aquinas

This course focuses its attention on Aquinas' *Summa Contra Gentiles*, a work at once more philosophical and more personal than the later and better known *Summa Theologiae*. The SCG exemplifies the Christian intellectual reaction to Arabian Aristotelianism and at the same time bears witness to Thomas' belief in the unity of truth. Such questions as the existence and attributes of God, the nature and powers of the human composite, immortality, the human act, good and evil, man's felicity, providence and freedom, natural law, and the virtues are examined and analyzed. 3 credits

PH 233 Introduction to Oriental Philosophy

A coherently developed account of the salient features of the two philosophical traditions of China and India as contrasted with each other and with the Western tradition. 3 credits

PH 235 Immanuel Kant

An inquiry into the major metaphysical, epistemological and ethical themes developed by this revolutionary and important German philosopher. The course includes a survey of the influences of Kant and his influence on subsequent philosophy. 3 credits

PH 236 Plato

This course is concerned with central ontological and epistemological themes in selected early, middle, and late Platonic dialogues. Particular attention is given to Plato's inclination to identify virtue with knowledge. 3 credits

PH 237 Aristotle

An introduction to Aristotle through a selection of his works. An exploration of their relation to other works, their place in the scheme of the sciences, and a thorough investigation of their subject matter. 3 credits

PH 280 Heidegger

This course explores the work of Martin Heidegger (1889-1976), one of the most influential philosophers of the twentieth century. The course primarily takes the form of a close reading of *Being and Time* (1927) and *The Origin of the Work of Art* (1936). The hinge around which the course turns is Derrida's reading of Heidegger's existential analysis of death. 3 credits

PH 283 Ethical Theories in America

This course is a study of the growth and development of ethical theory in America. America's first philosophers, Jonathan Edwards, Benjamin Franklin, Thomas Jefferson et al, distinguished their philosophies in terms of religious, political, and social values. This ethical stance became a tradition in America.



This tradition is examined in the writings of representative American philosophers. 3 credits

PH 294 American Philosophy

The origin and development of the American philosophical tradition and its culmination in Pragmatism. The relation of philosophical ideas in America to literature, religion, and politics. Major emphasis is given to the writings of Jonathan Edwards, Ralph Waldo Emerson, Charles Sanders Peirce, William James, and John Dewey. 3 credits

PH 295 19th Century Philosophy

This course is a study of the representative philosophers of the 19th century — notably Kant, Fichte, Schelling, Hegel, Schleiermacher, Schopenhauer, Nietzsche, Kierkegaard, and Marx. 3 credits

PH 297 Evil

This course explores the problem of evil from the perspectives of theology and philosophy. The course considers God and evil, classical theodicies (reasonable justifications of God before the prevalence of evil), modern philosophical accounts of evil, social evil, and the possibility of belief in the face of evil. Within the context of these subjects, the course addresses the following questions: What is evil? What are the roots of evil? What effect does one's understanding of evil have on one's understanding of the human being, of God, and of religion? What is our responsibility in the face of evil? 3 credit

Physics

Department Chair: Jack W. Beal, Ph.D.

The Department of Physics offers programs in physics and in engineering.

The science of physics is concerned principally with the physical laws that determine the nature and interactions of matter and energy and underlie all physical phenomena. It is the fundamental science for most branches of engineering and technology and has innumerable applications in medicine, industry, and everyday life.

The educational objectives of the Department of Physics are: (1) to prepare the student for entrance into and successful completion of a graduate education in physics or related fields; (2) to prepare the student for entrance into the technological as well as non-technical work force.

In order to accomplish these objectives: physics and engineering students are guided to an understanding of physical laws and their applications; students are trained to think logically and develop their problem-solving ability; they will develop experimental skills and become knowledgeable in the use of instrumentation; and they will be instructed in advanced mathematics and in the use of computers and microprocessors.

Physics and engineering students automatically earn a minor in mathematics. The more applied component of the physics curriculum focuses on laser technology, digital electronics, electro-optics, and materials science. Students learn the fundamental physical processes that constitute the basis of modern technology. As a result, physics graduates can either pursue graduate studies leading to M.S. and Ph.D. degrees in any subfield of physics, or follow industrial careers in research and development in corporate or industrial environments, or professional careers in such fields as health physics, computer science, medicine, biostatistics, architecture, patent/high-tech law, science teaching, and others.

Bachelor of Science

Major in Physics

48 credits

	Fairfield University	Transfer
PS 15 General Physics I	<input type="checkbox"/>	<input type="checkbox"/>
PS 16 General Physics II	<input type="checkbox"/>	<input type="checkbox"/>
PS 226 Theoretical Mech.	<input type="checkbox"/>	<input type="checkbox"/>
PS 285 Modern Physics	<input type="checkbox"/>	<input type="checkbox"/>
PS 211 Digital Electronics	<input type="checkbox"/>	<input type="checkbox"/>
or		
PS 212 Circuit Analysis	<input type="checkbox"/>	<input type="checkbox"/>
PS 271 Elec. and Magn. I	<input type="checkbox"/>	<input type="checkbox"/>
PS 371 Elec. and Magn. II	<input type="checkbox"/>	<input type="checkbox"/>
PS 222 Modern Optics and Wave Phenomena	<input type="checkbox"/>	<input type="checkbox"/>
PS 203 Lab in Optics & Lasers	<input type="checkbox"/>	<input type="checkbox"/>
PS 390 Special Topics	<input type="checkbox"/>	<input type="checkbox"/>
PS 204 Lab in Modern Exper. Methods I	<input type="checkbox"/>	<input type="checkbox"/>
PS 205 Lab in Modern Exper. Methods II	<input type="checkbox"/>	<input type="checkbox"/>
PS 241 Thermodynamics	<input type="checkbox"/>	<input type="checkbox"/>
PS 386 Quantum Physics	<input type="checkbox"/>	<input type="checkbox"/>
PS 388 Elementary Particles & Nuclear Physics	<input type="checkbox"/>	<input type="checkbox"/>
PS 391 Independent Study	<input type="checkbox"/>	<input type="checkbox"/>
PS 392 Independent Study	<input type="checkbox"/>	<input type="checkbox"/>

NOTE: Advanced physic courses are offered day-time only.

The following courses are usually offered through the School of Continuing Education.

PS 15 General Physics I

This is an introductory physics course covering mechanics and heat for students whose field of concentration will be physics, mathematics, chemistry or engineering. Rigorous mathematical derivations are used. Velocity and acceleration, Newton's Laws of Motion, work, energy, power, momentum, torque, vibratory motion, elastic properties of solids, fluids at rest and in motion, properties of gases, measurement and transfer of heat, and elementary thermodynamics will be studied.

3 credits

PS 15L Laboratory for General Physics I

This laboratory course engages the students in experimental measurements spanning the areas of mechanics and thermal stresses on matter. Its objectives are to train students in experimental measurements, data manipulation and analysis, error analysis, deductive thinking, and instrumentation. It provides depth in the students' understanding of the phenomena taught in General Physics I. Specific experimental measurements include accelerated motion, periodic motion, the gravitational force, ballistics, conservation of energy and momentum and rotational dynamics; also, measurements of the coefficient of linear expansion and the heat of fusion. A weekly report is required.

1 credit

PS 16 General Physics II

This course is a continuation of PS 15, covering electricity and magnetism, and light and sound. Magnetism and electricity, simple electric circuits, electrical instruments, generators and motors, characteristics of wave motion, light and illumination, reflection, refraction, interference, and polarization of light, color, and the spectrum, and production and detection of sound waves will be studied.

3 credits

PS 16L Laboratory for General Physics II

This laboratory is designed to allow students a greater understanding of electromagnetic phenomena, wave phenomena, and optics, in support of General Physics II. Measurements of microscopic quantities, like the charge and mass of the electron, give the students an opportunity to explore the structure of matter. Other experiments involve the physics of electrical currents, electric properties of bulk matter, magnetic fields and their effect on beams, wave phenomena, the nature of light and its interaction with optical materials. In terms of experimental skills, this course shares the same objectives as PS 15L, i.e., measurement techniques, data and error analysis and instrumentation. A weekly report is required.

1 credit

PS 71 Physics of Light and Color

This course is intended for students who are not majoring in the physical sciences. The particle-wave duality of light is covered as is the relationship of light to other electromagnetic waves. Other topics discussed include polarization, vision, color and the perception of color, optical phenomena in nature, and in biological systems, color and light in art, simple optical instruments, sources of light and their spectra, lasers, and holography.

3 credits

PS 83 General Physics for the Life and Health Sciences I

This course covers mechanics, heat and thermodynamics, wave motion and sound; the fundamentals of each area are treated rigorously. Topics include velocity and acceleration. Newton's Laws of Motion, work, energy, power, momentum, torque, vibratory motion, and elastic properties of solids and properties of gases, transfer of heat, and elementary thermodynamics.

3 credits

PS 83L Laboratory for General Physics for the Health and Life Sciences I

Same as PS 15L.

1 credit

PS 84 General Physics for the Life and Health Sciences II

A continuation of PS 83, this course covers light, electricity and magnetism — a study of the nature of light, reflection, refraction, diffraction, and polarization; electrostatics, DC circuits, magnetic forces, electromagnetic induction, AC circuits, electrical instruments, generators and motors.

3 credits

PS 84L Laboratory for General Physics for the Health and Life Sciences II

Same as PS 16L.

1 credit

PS 87 Fundamentals of Astronomy

This one-semester course introduces the student who is not majoring in science to the principal areas, traditional and contemporary, of astronomy. The traditional topics studied are: an historical background to astronomy, telescopes, the sun, the moon, the major and minor planets, comets, and meteors. After these subjects are discussed in detail, the areas appropriate to modern astronomy are discussed. These topics include: the composition and evolution of stars, star clusters, quasars, pulsars, black holes, and cosmological models.

3 credits

PS 93 Energy and the Environment

This course is designed to introduce students not majoring in the natural sciences to topics relating to work, energy, and power. Many of the environmental consequences resulting from our use of energy are explored. The finite nature of our fossil fuels is examined, as well as many of the alternatives to energy resources including solar energy, wind, tidal, and geothermal energy, nuclear fission, and nuclear fusion. Mathematical prerequisites are limited to arithmetic and simple algebra.

3 credits

Politics

Department Chair: Marcie J. Patton, Ph.D.

The Department of Politics has attempted to develop a balanced and diversified curriculum which covers the major subfields of the discipline. While very much aware of the perennial questions of government and society which puzzled political philosophers such as Aristotle and Plato, the Department is concerned that its students be well-versed in the affairs and contending theories of the contemporary world. It is also committed to the development of rigorous analytical skills, the arts of communication (both spoken and written), and experiential learning.

Politics

	Fairfield University	Transfer
10 Courses Required		
PO 11 In Amer. Pol.	<input type="checkbox"/>	<input type="checkbox"/>
PO 12 In Com. Pol.	<input type="checkbox"/>	<input type="checkbox"/>
PO 14 In Pol. Theory	<input type="checkbox"/>	<input type="checkbox"/>

Area I American Politics

- | | | |
|----------|--------------------------|--------------------------|
| 1. _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. _____ | <input type="checkbox"/> | <input type="checkbox"/> |

Area II Comparative Politics/ International Relations

- | | | |
|----------|--------------------------|--------------------------|
| 1. _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. _____ | <input type="checkbox"/> | <input type="checkbox"/> |

Area III Political Theory

- | | | |
|----------|--------------------------|--------------------------|
| 1. _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. _____ | <input type="checkbox"/> | <input type="checkbox"/> |

Major Elective

- | | | |
|----------|--------------------------|--------------------------|
| 1. _____ | <input type="checkbox"/> | <input type="checkbox"/> |
|----------|--------------------------|--------------------------|

General Electives (10 courses)

- | | | |
|-----------|--------------------------|--------------------------|
| 1. _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. _____ | <input type="checkbox"/> | <input type="checkbox"/> |

The following courses are usually offered through the School of Continuing Education.

NOTE: Certain advanced politics courses are offered daytime only.

Introductory Level Courses

PO 11 Introduction to American Politics

An examination of the American political system and the American political culture; consideration of the major political institutions in relation to policy perspectives; an examination of the ability of the political system to deal with societal problems; analysis of proposals for reform of the political system.

3 credits

PO 12 Introduction to Comparative Politics

This course surveys selected industrialized and non-industrialized nations. It seeks to explore the relationship between cultural and socio-economic conditions and political behavior, while illustrating some of the basic concepts and methods of comparative political analysis.

3 credits

PO 14 Introduction to Political Theory

This course is designed to introduce students to the field of Western political theory. It analyzes the liberal political theories of Thomas Hobbes, John Locke and J.S. Mill and compares and contrasts them to a variety of communitarian, socialist and anarchist political theories.

3 credits

Intermediate Level Courses

Political Theory

PO 111 Western Political Thought I: Ancient and Medieval

This course focuses on the ancient and medieval traditions in Western political theory. First, we situate the political theories of theorists such as Thucydides, Plato, and Aristotle in the historical context of ancient Athens and assess their contemporary relevance as theories of the good political order. We then examine the Christian recuperation of these ancient thinkers, focusing on the contributions of theorists such as Augustine and Aquinas to this conversation about the nature of political life. We finish with a consideration of Machiavelli's political thought and the transition to modern political theory.

3 credits

PO 112 Western Political Thought II: Modern

This course focuses on the modern tradition of Western political theory. We carefully examine the work of four thinkers, including theorists such as Karl Marx, Max Weber, Friedrich Nietzsche, and Michel Foucault. Each of these theorists presents a critical assessment of the nature and value of modern society's cherished ideals of social and economic progress, scientific reason, and individual autonomy and liberty. This course is designed to come to terms with these unique, timely, and very controversial insights into the possibilities and limits of life in the modern age.

3 credits

PO 115 Introduction to the Study of Peace & Justice

The purpose of this course is to introduce the student to the concepts of peace and justice, the connections between them, and the relationship of these concepts to the idea of faith. The course focuses on case studies beginning with an analysis of the crisis of America's cities and finds the causes in deindustrialization and its resulting poverty. This poverty is then compared to the poverty in developing nations, specifically in Central America. In both cases poverty is viewed as the effect of unjust economic and social structures including exaggerated military budgets at home and the militarization of developing countries. A theoretical basis for the study of these fundamental problems in justice and peace is provided by examining them according to the principles of Marxism, Liberalism and Catholicism. Each of these traditions has its own perspective for understanding these problems and for responding to them. In this way the course provides both an awareness of the major problems in justice and peace as well as an understanding of the different ways to think about them. *3 credits*

PO 118 American Political Thought

This course considers the philosophical roots of American political thought and the influence of the American revolutionaries, constitution-makers, Federalists, Jeffersonians, Jacksonians, Tocqueville, Civil Warmakers, examiners of the welfare state, pragmatists, and new frontiersmen on the contemporary American mind and institutions. Challenges and reform of the American political system are also treated within the scope of political science through an application of the concepts of human nature, idealism, constitutional power, and nationalism. *3 credits*

PO 119 Introduction to Feminist Thought

This course examines the development of U.S. feminist theory from the 1960s to the present. We explore the similarities and differences among several approaches to feminist theorizing that emerged out of the U.S. women's movement, including liberal feminism, radical feminism, socialist feminism, postmodernist feminism, and the feminisms of women of color. *3 credits*

PO 123 Modern Political Ideologies

This course is primarily an examination of the political belief systems in the U.S. including conservatism, liberalism, democratic socialism and the idea of industrial policy. These "isms" are analyzed with reference to democracy's ability to deal with the contemporary problems of American society. Marxism is explored in terms of the basic political and economic ideas of Marx and Engels as well as the modifications made in their system by Lenin. The basic concepts of racism are discussed and a brief analysis is made of the meaning of totalitarianism. *3 credits*

International Relations**PO 130 International Relations**

The experience of conflict and cooperation among the nations of the modern world is viewed in terms of the principles of realpolitik, morality, international law, and international organization. Special attention is given to the dynamics of the so-called "new world order" that has followed the Cold War. The class simulates possible future conflicts. (Formerly listed as PO 147; not open to students who have taken PO 147.) *3 credits*

PO 131 International Organization

The course examines the history, role and functions of international organizations, both intergovernmental and non-governmental, and reviews the current trend toward greater reliance on multilateral political efforts in relations among nations. A review of major theories and concepts of international organizations is followed by a detailed examination of the United Nations, its Charter and related specialized agencies. Current efforts to reform the United Nations in a political situation different from the world of 1945 are also discussed. Other major themes include the development of some major regional organizations such as the NATO alliance and the new OESC, multipurpose organizations (OAS, OAU) and functional organizations such as the European Union. Students learn about the role of non-governmental organizations in fields such as human rights or environmental protection. *3 credits*

PO 133 United States Foreign Policy

Review of the U.S.'s involvement in world affairs from the 1930s to the present, with special attention to the rigors and logic of the Cold War. Discussion of constitutional and other factors in the making of foreign policy. Major contemporary policies and commitments are debated by the class. (Formerly listed as PO 148; not open to students who have taken PO 148.) *3 credits*

PO 146 Vietnam and the American Experience

This course explores the roots of the American involvement in Vietnam. Conflicting theories exploring that experience are analyzed. The course further investigates the clash of cultures involved in the war and the impact of that war on both American and Southeast Asian societies. *3 credits*

Comparative Politics**PO 140 European Politics**

An analysis of political institutions and dynamics of Great Britain, France, Germany, and Italy. The relationship between the political culture and the political system is emphasized. Alternate methods of dealing with societal problems are analyzed. (Formerly listed as PO 120; not open to students who have taken PO 120.) *3 credits*

PO 141 African Politics

This course aims to analyze the major issues and problems that dominate African politics. It is designed to provide students with a basic understanding of African politics and society from a

comparative perspective. It examines such key themes as neocolonialism, the roles of religion and the military in politics, and the prospects of democracy in Africa. *3 credits*

PO 142 Latin American Politics

Building a strong political system seems an impossibility in a setting of economic underdevelopment and socio-cultural disunity. This course studies the political systems of selected countries of mainland Latin America, such as Mexico, Guatemala, Nicaragua, Venezuela, Colombia, Peru, Chile, Argentina, and Brazil. In particular, it examines the revolutionary method of change and reviews the policy dilemmas of land reform, industrialization, and control of natural resources. United States foreign policy toward the area — past and present — are reviewed. Research projects expected. *3 credits*

PO 143 Caribbean Politics

Racism and ethnic conflict, colonialism and neocolonialism, grating poverty and bustling tourism all have their impact on the politics of these struggling countries. Migration across the first world's borders is examined. Countries studied include Cuba, Puerto Rico, the Dominican Republic, Haiti, Jamaica, Trinidad, Guyana, and Suriname. Research project expected. *3 credits*

PO 144 Middle Eastern Politics

This course aims to analyze the major issues and problems that dominate the Middle Eastern scene. It is designed to provide students with a basic knowledge of Middle Eastern politics from a comparative perspective. The social, economic, cultural and political sources of conflict and change are examined and key themes such as the prospects for democracy, oil and development, Islam and politics, are critically assessed. *3 credits*

PO 145 The Major Powers of Asia

An analysis of the institutions and dynamics of China, Japan, and India. The relationship between the political culture and the political system are emphasized; the different paths towards modernization taken by each are analyzed; foreign policies of each of the nations are discussed. *3 credits*

PO 149 Third World Politics

This course examines key themes in the comparative study of the Third World. Because this course is organized by thematic queries, no one region or country is singled out for study, but examples are selectively drawn from Asia, Africa, Latin America, and the Middle East. We examine a number of topics that may include the debate over the 'rational peasant,' the meaning of 'the Third World,' the role of capitalism and imperialism in the making of the Third World, Orientalist representations of the Third World, cultural critiques of modernity, post-colonial responses to globalization, and problematization of the notion of development. *3 credits*

American Politics

PO 161 The American Presidency

A study of the role of the President in the political system. The origins, qualifications and limitations of office are considered as the President functions as chief executive, legislative leader, and link with the Courts. The obtaining of presidential powers, his roles as party leader and politician are also examined as a means of evaluating presidential achievement of domestic and foreign policy goals. Questions of reform are also reviewed. *3 credits*

PO 163 Supreme Court I

An examination of the politics of the Supreme Court. The relationship between the Court and the remainder of the political system is analyzed. Direct attention to the Court's treatment of government power including commerce clause, taxing power, and relations between the branches. The political consequences of Court decisions are emphasized. *3 credits*

PO 164 Supreme Court II

An examination of the individual and the Court. Direct attention paid to Supreme Court decisions regarding civil liberties, including freedoms of speech, press, religion, and assembly. Also an examination of the rights of accused persons and the 14th amendment equal protection. The political implications of these decisions are emphasized as well as the political environment in which the Court functions. *3 credits*

PO 165 Political Parties, Interest Groups, and Public Opinion

This course examines various linkage models that describe representation of citizens by leaders. Moreover, the course examines political parties, interest groups, and public opinion in terms of their contributions to popular control of American politics. What mechanisms do citizens have to gain compliance for their policy preferences? How responsive are decision makers in the American system to citizens' demands? These questions and others are considered in the course. *3 credits*

PO 167 Media and Politics

This course is designed to examine the impact of the media on the American political system and conversely how government attempts to influence the media for its purposes. The implications of the electronic media for a democratic and informed society are examined, and close attention is paid to the media's impact on national elections. Finally, the media as an agent of political socialization is analyzed. (Formerly listed as PO 190; not open to students who have taken PO 190.) *3 credits*

PO 168 Politics of Mass Popular Culture

This course surveys the political aspects of American popular culture by examining the relationship between sports and politics, the politics of rock music, and political humor and political satire of American politics. Mass popular culture often serves as regime-maintaining diversions. What values and political positions do organized sports in the U.S. convey? What is the political impact of American popular music? How have citizens used political humor and satire of American politics to develop an outlook toward government? These questions and others are explored in the course. *3 credits*

Psychology

Department Chair: John McCarthy, Ph.D.

The Department of Psychology introduces students to the content and methods of the science of psychology. Students survey the foundations of the field, learn about statistics and experimental design, and have an opportunity to pursue specific interests through upper level seminars, applied internships, and independent research. The major in psychology prepares students for graduate study in psychology, neuroscience, medicine, law, education, social work, business, etc.

Major in Psychology

Depending on their background and orientation, students may choose either the B.A. or B.S. degree. The primary difference between the degrees is that the B.S. requires additional science courses outside of the Psychology Department.

Notes Regarding Core Requirements

- 1) For the Math Core requirement,
Math 19 - Math 17
or 121-122 (Math 121-122 is recommended)
- 2) For the Science Core requirement,
Biology 170-171 or Biology 107-108
are strongly recommended

B.A. Degree

	Fairfield University	Transfer
10 Courses Required		
PY 101 Gen. Psych.	<input type="checkbox"/>	<input type="checkbox"/>
PY 203 Stats for Life Sci.	<input type="checkbox"/>	<input type="checkbox"/>
PY 209 Research Methods	<input type="checkbox"/>	<input type="checkbox"/>
PY 261 Bio. Basis of Beh.	<input type="checkbox"/>	<input type="checkbox"/>
PY 263 Dev. Psych.	<input type="checkbox"/>	<input type="checkbox"/>
PY 300 Modern Psych.	<input type="checkbox"/>	<input type="checkbox"/>

Choose 1 course

PY 248 Social Psych.	<input type="checkbox"/>	<input type="checkbox"/>
PY 251 Abnor. Psych. Mjrs.	<input type="checkbox"/>	<input type="checkbox"/>
PY 284 Theo. of Person.	<input type="checkbox"/>	<input type="checkbox"/>

Choose 1 course

PY 250 Sens. / Percep.	<input type="checkbox"/>	<input type="checkbox"/>
PY 265 Learn / Memory	<input type="checkbox"/>	<input type="checkbox"/>
PY 285 Cognitive PY	<input type="checkbox"/>	<input type="checkbox"/>

Choose 2 PY Electives

1. _____	<input type="checkbox"/>	<input type="checkbox"/>
2. _____	<input type="checkbox"/>	<input type="checkbox"/>

General Electives (10 Courses)

1. _____	<input type="checkbox"/>	<input type="checkbox"/>
2. _____	<input type="checkbox"/>	<input type="checkbox"/>
3. _____	<input type="checkbox"/>	<input type="checkbox"/>
4. _____	<input type="checkbox"/>	<input type="checkbox"/>
5. _____	<input type="checkbox"/>	<input type="checkbox"/>
6. _____	<input type="checkbox"/>	<input type="checkbox"/>
7. _____	<input type="checkbox"/>	<input type="checkbox"/>
8. _____	<input type="checkbox"/>	<input type="checkbox"/>
9. _____	<input type="checkbox"/>	<input type="checkbox"/>
10. _____	<input type="checkbox"/>	<input type="checkbox"/>

B.S. Degree

For the B.S. degree in Psychology, requirements and recommendations are the same as for the B.A., except that Math 19 is not acceptable; Math 121-122 is required. Additionally, students who are candidates for the B.S. must take science courses listed.

B.S. Degree

	Fairfield University	Transfer
10 Courses Required		
PY 101 Gen. Psych.	<input type="checkbox"/>	<input type="checkbox"/>
PY 203 Stats for Life Sci.	<input type="checkbox"/>	<input type="checkbox"/>
PY 209 Exp. Psych.	<input type="checkbox"/>	<input type="checkbox"/>
PY 261 Bio. Basis of Beh.	<input type="checkbox"/>	<input type="checkbox"/>
PY 263 Dev. Psych.	<input type="checkbox"/>	<input type="checkbox"/>
PY 300 Modern Psych.	<input type="checkbox"/>	<input type="checkbox"/>

Choose 1 course

PY 248 Social Psych.	<input type="checkbox"/>	<input type="checkbox"/>
PY 251 Abnor. Psych. Mjrs.	<input type="checkbox"/>	<input type="checkbox"/>
PY 284 Theo. of Person.	<input type="checkbox"/>	<input type="checkbox"/>

Choose 1 course

PY 250 Sens. / Percep.	<input type="checkbox"/>	<input type="checkbox"/>
PY 265 Learn / Memory	<input type="checkbox"/>	<input type="checkbox"/>
PY 285 Cognitive PY	<input type="checkbox"/>	<input type="checkbox"/>

Choose 2 PY Electives

1. _____	<input type="checkbox"/>	<input type="checkbox"/>
2. _____	<input type="checkbox"/>	<input type="checkbox"/>

Additional Required Courses

CH 11 Inorganic CH I	<input type="checkbox"/>	<input type="checkbox"/>
CH 12 Inorganic CH II	<input type="checkbox"/>	<input type="checkbox"/>
CH 211 Organic CH I	<input type="checkbox"/>	<input type="checkbox"/>
CH 212 Organic CH II	<input type="checkbox"/>	<input type="checkbox"/>
PS 83 Gen. Physics I	<input type="checkbox"/>	<input type="checkbox"/>
PS 84 Gen. Physics II	<input type="checkbox"/>	<input type="checkbox"/>

General Electives (4 Courses)

1. _____	<input type="checkbox"/>	<input type="checkbox"/>
2. _____	<input type="checkbox"/>	<input type="checkbox"/>
3. _____	<input type="checkbox"/>	<input type="checkbox"/>
4. _____	<input type="checkbox"/>	<input type="checkbox"/>



The following courses are usually offered through the School of Continuing Education.

PY 101 General Psychology

General Psychology provides an introduction to the science of mental processes and behavior. The course addresses a range of questions including: how is brain activity related to thought and behavior; what does it mean to learn and remember something; how do we see, hear, taste and smell; how do we influence one another's attitudes and actions; what are the primary factors that shape a child's mental and emotional development; how and why do we differ from one another; and what are the origins and most effective treatments of mental illness?

3 credits

PY 132 Introduction to Industrial/Organizational Psychology

This course introduces the field, contributions, and methods of Industrial/Organizational Psychology. The course covers the history of this branch of applied psychology and the psychologist's role, along with other scientist-practitioners concerned with the world of work, in developing and maintaining human work performances and work environments. Current concepts and methods in several specialties within I/O Psychology are explored: personnel, organizational behavior and development, counseling, labor relations, consumer, and engineering/ergonomic psychology. Course topics include: recruitment, selection, training and development, and appraisal of individuals and groups; development and change of organizational cultures; and relations between organizations and their stakeholders. Emphasis is given to the unique contributions of psychological science to understanding human work skills, interests, attitudes, motivations, satisfactions and stresses; work careers, management, leadership, communication, group processes, and organization.

3 credits

PY 138 Psychology and the Law

The legal system, particularly our criminal justice system, from its code to its enforcement, is based on implicit psychological assumptions about human behavior and how it should be controlled. This course examines those assumptions in light of current psychological theory and research. It covers the treatment of traditional psychiatric populations (e.g., the mentally ill, mentally retarded, homeless) by the justice system in contrast to the handling of normal people; clinical issues such as the insanity defense, predicting dangerousness, the validity of psychiatric examinations and lie detectors; jury selection, eyewitness testimony, decision-making, sentencing and parole.

3 credits

PY 148 Social Psychology for Non-Majors

This course surveys the major areas of concern in social psychology. The emphasis is on current issues and research in the fields of social influence and conformity, human aggression, prejudice, interpersonal attraction, propaganda, and persuasion.

3 credits

PY 151 Abnormal Psychology for Non-Majors

This course introduces the student to the field of abnormal behavior. The classic behavior patterns in the classification system are presented and the possible causes and remediation of such are discussed. (Students who have taken PY 251 may not take this course.)

3 credits

PY 162 Psychology of Death and Dying

Recent biomedical research, psychological theory, and clinical experience provide the foundation for this life-cycle study of death, dying, and bereavement. Some selected topics include still-birth and perinatal death, Sudden Infant Death Syndrome, child, adolescent, and adult cancer, suicide, and other catastrophic life-threatening events (myocardial infarction, thermal injuries, multiple trauma accidents). In addition, considerable attention is devoted to a survey of grief and bereavement in childhood and adulthood, with particular focus on widowhood. Strategies for providing care for the dying are discussed, including a treatment of Hospice. Attitudes of health care professionals toward death and dying persons are examined. Extensive use is made of case studies, dramatic and documentary films, role play, and small group discussion. The course is particularly beneficial to students preparing for careers in clinical psychology, medicine, nursing, psychiatric social work, and other allied health professions, but it may be helpful to anyone interested in developing informed attitudes about these important human crises.

3 credits

PY 163 Developmental Psychology for Non-Majors

A development psychology approach to the growth of the individual from birth to old age, tracing motor, perceptual, language, cognitive, and emotional growth. The emphasis is on normal development. (Students who have taken PY 263 may not take this course.)

3 credits

PY 180 Psychology of Addiction

This course will be divided into four segments: 1) The physical and psychological components that may predispose an individual to addiction will be explored. Also, in this segment will be discussed the physical and psychological consequence of the addictive life style. 2) The various addictions will be detailed such as alcohol, drug, eating, etc. 3) The interactions of family members with addicts will be described. 4) The treatment modalities for addicts as well as the modalities for family members.

3 credits

PY 186 Group Dynamics

This course is designed to give the student a basic knowledge of the most important theories and research on groups. There is an attempt to combine sociological and psychological perspectives in order to give a more integrated picture of the way groups function. It is also possible for students to make use of experiential as well as classroom methods of learning.

3 credits

PY 187 Applications of Industrial/Organizational Psychology

This course has two objectives: 1) reviewing selected issues in the characteristics and dynamics of contemporary organizations, and 2) examining, in the context of such issues, contemporary applications and emerging needs for approaches, constructs, research, and methods in Industrial/Organizational Psychology. The course is open to majors and minors in Psychology and in other disciplines related to the study of organizations in the world of work. The roles and contributions of I/O Psychology have been examined in the context of issues and changes in: workforce demographics, diversity, and motivations; regulatory and litigating environments; organizational ethics; organizational values and cultures; management and leadership; globalization; international alliances and competition; environmentalism and consumerism; and technological change.

3 credits

PY/BI 203 Statistics for the Life Sciences

This is an introductory course in statistical methodology and analysis. It includes descriptive statistics, such as frequency, distributions, central tendency, variability, and correlation, as well as an introduction to probability, sampling theory, and tests of significance, including the t-test, chi squared, ANOVA and non-parametric statistics. This course is open to majors in the behavioral, biological, and physical sciences. The lab is designed to complement the course by giving students supervised computation and problem-solving exercises with calculator and computer.

4 credits

PY 209 Research Methods in Psychology

Building on the material learned in Statistics (PY 203), this course teaches students to read, evaluate, design, conduct and report psychological research. Critical thinking and effective oral and written communication are emphasized as students work through several different research projects. (Prerequisites: PY 101, PY 203.)

4 credits

PY 248 Social Psychology for Majors

This course surveys the major areas of concern in social psychology. The emphasis is on current issues and research in the fields of social influence and conformity, human aggression, prejudice, interpersonal attraction, propaganda, and persuasion. (Prerequisite: PY 101. Psychology majors.) (Students who have taken PY 148 may not take this course.) 3 credits

PY 250 Sensation and Perception

How do we see, hear, touch, taste, smell? What about individual differences? This course deals with basic sensory mechanisms and with perceptual processing. We examine color, depth, pattern, and motion perception. Students complete an Integrative Final Project. Students may do service-learning to enrich their understanding of individual differences in sensation and perception. (Prerequisite: PY 101.) 3 credits

PY 251 Abnormal Psychology for Majors

The focus of this advanced course in abnormal behavior is an in-depth analysis of current research and theories of psychopathology. Building upon the student's knowledge of developmental psychology, the course examines both the biological and psychological antecedents of abnormal behavior. Oral and written analysis is emphasized. (Prerequisites: PY 101, PY 263. Psychology majors.) 3 credits

PY 261 Biological Bases of Behavior

Understanding the brain is one of the last and most challenging frontiers of science. Whatever we see, hear, know, think or feel is determined by the functioning of our brains. Starting with the molecular and cellular machinery of neurons and the anatomy of the nervous system, the course proceeds through the neural basis of sensation, perception, memory, emotion, language, sexual behavior, drug addiction, depression, schizophrenia, etc. Neuroscience has made enormous strides in the last several decades. This progress shows every sign of continuing at an ever increasing rate, and this course provides the foundation upon which a thorough understanding of brain-behavior relationships can be built. 3 credits

PY 263 Developmental Psychology for Majors

Utilizing a research-oriented approach, this course focuses on the principal themes, processes and products of human development from conception through adolescence. Field experience in local Head Start programs is available. (Prerequisite: PY 101.) 3 credits

PY 284 Theories of Personality

The content of the course is an advanced presentation, analysis, and evaluation of theories of personality from Freud through Skinner. The purpose of such a course is not only one of theoretical enrichment and history, but is intended to broaden the student's understanding of the normal human personality in terms of theoretical structure, function, and dynamics. (Prerequisites: PY 251, PY 263.) 3 credits

PY 285 Cognitive Psychology

How can we study the mind? This course deals with attention, memory, thought, imagery, language, problem-solving, and decision-making. Individual and cultural differences are considered. Students complete a service-learning component and an integrative Final Project. (Prerequisite: PY 101.) 3 credits

PY 300 Modern Psychology:**History and Current Issues**

This seminar is required for senior psychology majors. Its goals are: to introduce students to the major historical perspectives in psychology; to encourage critical thinking and the generation of creative ideas; and to help students engage in a thoughtful questioning of the theory and knowledge base that constitutes the science of psychology. 3 credits

**PY 363 Psychosocial Problems of
Childhood and Adolescence**

This course examines the problems and deviations in development in childhood and adolescence that are commonly a cause of concern in the child's social environment of family, peers, school and community. Theories, research, remediation and prevention of children's psychosocial problems will be examined. The emphasis is on evaluating problems in psychosocial functioning within an ecological context and on utilizing knowledge from developmental theory and research to minimize or prevent their occurrence. Open to juniors and seniors. (Prerequisites: PY 163 or PY 263 and permission of instructor.) 3 credits

PY 398 Independent Research

This course provides a limited number of upper division students (usually seniors) the opportunity to participate in all aspects of an advanced research project. Students wishing to register for this course must first obtain the consent of the professor with whom they will work. Frequently a research proposal is required prior to acceptance into this course, and early planning is essential. 4 credits

Religious Studies

Department Chair: Ronald Davidson, Ph.D.

The Religious Studies curriculum is designed as a critical but sympathetic inquiry into the religious dimension of human experience. After an introduction to the nature of religion and the methods employed in its study, the student can select from a variety of courses exploring specific religious themes — scripture, spirituality, ethics, the problem of faith, etc. The student, with or without a faith commitment, has the opportunity to acquire an informed appreciation of the motivations and values given expression in religious belief.

The Major

The Religious Studies Department offers a major of 30 credits which include those credits earned to satisfy the requirements of the core curriculum. The major program, defined in consultation with a departmental advisor, is tailored to the individual's personal and academic interests. In a comprehensive program of studies, certain areas of concentration are possible such as Jewish and Christian history, religion and society, Christian theology, scriptural studies, ethics, Roman Catholic studies, and Asian religions.

Religious Studies

	Fairfield University	Transfer
Requirements (10 courses)		
RS _____	<input type="checkbox"/>	<input type="checkbox"/>
RS _____	<input type="checkbox"/>	<input type="checkbox"/>
RS _____	<input type="checkbox"/>	<input type="checkbox"/>
RS _____	<input type="checkbox"/>	<input type="checkbox"/>
RS _____	<input type="checkbox"/>	<input type="checkbox"/>
RS _____	<input type="checkbox"/>	<input type="checkbox"/>
RS _____	<input type="checkbox"/>	<input type="checkbox"/>
RS _____	<input type="checkbox"/>	<input type="checkbox"/>
RS _____	<input type="checkbox"/>	<input type="checkbox"/>

General Electives (10 Courses)

1. _____	<input type="checkbox"/>	<input type="checkbox"/>
2. _____	<input type="checkbox"/>	<input type="checkbox"/>
3. _____	<input type="checkbox"/>	<input type="checkbox"/>
4. _____	<input type="checkbox"/>	<input type="checkbox"/>
5. _____	<input type="checkbox"/>	<input type="checkbox"/>
6. _____	<input type="checkbox"/>	<input type="checkbox"/>
7. _____	<input type="checkbox"/>	<input type="checkbox"/>
8. _____	<input type="checkbox"/>	<input type="checkbox"/>
9. _____	<input type="checkbox"/>	<input type="checkbox"/>
10. _____	<input type="checkbox"/>	<input type="checkbox"/>

*If RS major course is used to fulfill a core requirement, 11 general electives are needed.

The following courses are usually offered through the School of Continuing Education.

Introductory Course

RS 10 Introduction to Religious Studies

This course is an introduction to the religious achievements of humanity. It considers the meaning and aims of religion and its dimensions and functions in society and the individual. Employing the principles and methods of the humanities and social sciences, the course examines religious faith, values, and experience, as evidenced in the scriptures, traditions, doctrines and histories of various religions. The focus of each section of RS 10 is identified in the course subtitle published in the University Registrar's listing of course offerings. *3 credits*

RS 10 Subtitles and Descriptions

Religion and the Critical Mind

This section of RS 10 involves a comparative analysis of several understandings of religion — its nature, function and purpose — presented in the works of well-known scholars. Through an in-class conversation with these scholars through their writings and in multimedia presentations, students develop a thoughtful, critical appreciation of religion and its role in human life.

Religion, Culture and Community

This section of RS 10 explores the role of religion in human culture and community through three test cases: Christianity's movement from a community of believers to a religious institution, the experiences of women in the religions of the world, and the phenomenon of American civil religion.

Asian Religions

This section of RS 10 examines religious themes and issues in the literature, history, and ritual of such classical Asian traditions as Hinduism, Buddhism, Taoism, and Shinto.

The Search for the Just Society

This section of RS 10 investigates the religions of Judaism, Christianity and Islam by focusing on the understandings of a just society that is woven into their central beliefs.

A Model of Religion and Religions

This section of RS 10 offers a description of the human condition, disclosing the limits and absurdity to which religions respond. The ways people come to religious faith and the consequences of their commitment are described in a model that is applicable to many religions.

Prophecy and Mysticism

This section of RS 10 focuses on the two fundamental drives of the religious sensibility, namely, the urge toward unity with the holy and the concern to make a difference in the world.

Religious Autobiography

This section of RS 10 considers the themes, issues and methods of religious studies through a reading of first-person narratives from several religious traditions, and engages students in the task of writing their own religious autobiographies.

Jerusalem as a Metaphor for the Faith of the West

This section of RS 10 examines the faith traditions of Jews, Christians and Moslems in contemporary Jerusalem in order to appreciate the richness of their religious heritage and to understand the problems that continue to divide them.

Christianity and Buddhism

This section of RS 10 examines different kinds of religious experience, doctrine and practice through a comparison of the Western tradition of Christianity and the Asian tradition of Buddhism.

Christianity and Islam

This section of RS 10 considers major themes of religious thought and practice in Christianity and Islam. Through the study of scripture, religious texts, autobiographical writings, and film presentations, the course examines concepts and images of God, the human person, evil and human suffering, and experience of the transcendent in these two religious traditions. Drawing on these themes, the final project engages students in the writing of their own religious histories.

Historical Studies

RS 115 Introduction to Catholicism

This course is an introduction to the beliefs, doctrines, ideas and practices that shape the unity and diversity of the Catholic tradition. The course explores theological, devotional and spiritual forms of expression in their historical and cultural contexts in order to appreciate the particularity of Catholic themes. Consideration is also given to how these themes engage contemporary Catholic life and exercise an influence on the wider culture.

3 credits

RS 203 Women in Judaism

An examination of ways in which women have understood and experienced Judaism from the Biblical period through the present, drawing on historical writings, novels, theological essays and films. Particular attention is given to the traditional religious roles and status of women, the many ways in which women themselves have understood Jewish self-identity, and recent feminist efforts to re-evaluate and transform contemporary Jewish life.

(formerly listed as RS 103)

3 credits

RS 205 Selected Topics in the Catholic Tradition

An examination of particular themes, events, or individuals in the Catholic tradition with special regard for their historical contexts and the ways in which they contribute to the self-identity of the Catholic tradition. Study is based on the close reading of primary sources. The subject matter of the course changes from semester to semester. Students should consult the University Registrar's listing of new courses to determine the specific material treated when the course is offered.

(formerly listed as RS 105)

3 credits

RS 207 The Reformation Era

An examination of the religious reform of the 16th century. The course begins by probing the seeds of reform in the late scholastic tradition and in popular spirituality, and proceeds by tracing the development of the ideas and impact of the reformers: Luther, Zwingli, Calvin, Munzer, and Schwenckfeld. The course concludes with an investigation of the Roman Catholic response to reform in the events of the Council of Trent and the Counter-Reformation. (formerly listed as RS 107)

3 credits

RS 242 Jews and Judaism in America

What has it meant and what does it mean today to be a Jew in America? Viewing Judaism and Jewishness as inseparable from one another, Jews remain a distinct though by no means homogeneous religious and ethnic group in American society. This course explores the religious, cultural, social, economic and political diversity among American Jews as well as distinctive beliefs, concerns, and experiences that continue to unite them. Special attention is given to issues concerning immigration, acculturation, gender and Black-Jewish relations.

3 credits

RS 244 Faith After the Holocaust

An examination of the complexity and horror of the holocaust and its contemporary historical, moral, theological, and political implications. Was the attempted annihilation of European Jewry a historical aberration in German politics or did it represent an eruption of psychic, social, and religious malignancies embedded in Western civilization? Was the holocaust unique? Could it have been prevented? And, in light of the holocaust, what does it mean to speak of faith, either in God or in humanity?

(formerly listed as RS 144)

3 credits

Theology

RS 112 The Problem of God

An historical and theological examination of the Christian doctrine of God with special attention to the problematic aspects of the development of this doctrine through the ages. This development is explored in biblical sources, patristics, medieval, Reformation and modern times. The course concludes with a consideration of the challenge of post-Enlightenment atheism and of the efforts of contemporary theologians to recast the classical conception of God. *3 credits*

RS 117 Jesus Christ Yesterday and Today

A systematic treatment of the person and work of Jesus Christ. The course examines different interpretations of the meaning of the Christ event from the scriptural sources to contemporary developments. *3 credits*

RS 122 Grace and the Christian Life

This course develops a theology of the everyday life by examining the themes in the New Testament, early monasticism, the Middle Ages, and the Reformation. We then survey current explorations of grace, holiness and the working life, drawing from the insights of psychology and gender studies and attending to concerns for economic and social justice. *3 credits*

RS 123 The Church

A study of the development and present-day understanding of the idea of the Church in Roman Catholic theology. The course examines the roots of the concept in scripture and the earlier traditions of the Church, and presents a contemporary ecclesiology through a critical discussion of the First and Second Vatican Councils. *3 credits*

RS 126 The Sacraments in Christian Life

A theological investigation of the sacraments as the source of Christian character, involvement, and witness. The course proposes an anthropological theology as a basis for understanding faith and develops a process/model view of the Christian's relationship with God. The course presents the Eucharist as the focus of Christian self-awareness; Baptism, Confirmation, and Penance as sacraments of reconciliation. Special sacramental questions are also considered. *3 credits*

RS 260 The Writings of Paul

A study of the texts and recurring themes of the writings attributed to Paul. Particular emphasis is on Paul's treatment of ethical situations, community, and religious experience. (formerly listed as RS 160) *3 credits*

RS 264 The Writings of John

A study of the text of the gospel and epistles attributed to John. Particular emphasis is placed upon the recurring themes in these writings, the distinctive view of Christianity they represent, and the development of early Christianity to which they witness. (formerly listed as RS 164) *3 credits*

RS 266 The Reinterpretation of the New Testament

An introduction to the critical study of the New Testament in which the methodologies of literary form and redaction criticism are explained. The varying titles for Jesus are reviewed and compared with the original Jewish or Greek usage. The process of reinterpretation of Jesus in the New Testament is reviewed. (formerly listed as RS 166) *3 credits*

Theological Ethics

RS 172 Contemporary Morality: Basic Questions

A study of the fundamental concepts of moral theology in terms of the major emphases of contemporary Christian thought. Specific reference is made to more significant current problems: conscience and law, freedom and obligation, personalistic and existential ethics, and the conflict of values in a pluralistic society. *3 credits*

RS 175 Contemporary Moral Problems

A theological examination of current ethical issues, especially the pervasive problem of violence (just war theory and contemporary applications, pornography, the decline of civility), and the challenges of new technologies (the regulation of birth, euthanasia, computers and information-systems). *3 credits*

Asian Religions

RS 287 Hinduism

An introduction to the seminal texts, concepts and images of the major religious tradition of India. Topics include Vedic ritualism; Upanishadic mysticism; yoga meditation; the Bhagavad Gita; the caste system; Vedanta philosophy; the cults of Rama, Krishna, Shiva and the Goddess; and Gandhi's philosophy of non-violent action. Hinduism is viewed as an historical phenomenon, a formative influence on Indian culture and society, and a response to the human condition. (formerly listed as RS 187) *3 credits*

RS 288 Buddhism

This course explores the Indian Buddhist tradition, from its beginning in the life of Shakyamuni Buddha through the present revival of neo-Buddhism in the activism of oppressed classes. The early formative ideas of the Buddha, the Awakened One, are considered as they unfold in the course of Indian history and society. Buddhist meditation and philosophy are discussed as procedures devised to elicit the awakened state. Developments in Buddhist religious orders, lay social life, and the rise of the Great Vehicle tradition are examined through written and visual works. Art and archaeology provide a context for Buddhism's compelling missionary activity throughout Central and Southeast Asia. (formerly listed as RS 188) *3 credits*

Special Topics

RS 197 Evil

This course explores the problem of evil from the perspectives of theology and philosophy. The course considers God and evil, classical theodicies (reasonable justifications of God before the prevalence of evil), modern philosophical accounts of evil, social evil, and the possibility of belief in the face of evil. Within the context of these subjects, the course addresses the following questions: What is evil? What are the roots of evil? What effect does one's understanding of evil have on one's understanding of the human being, of God, and of religion? What is our responsibility in the face of evil? *3 credits*

RS 301 Independent Study

This program of study is defined by the student in consultation with a director from the department. *3 credits*

**For the latest course information
visit our website
www.fairfield.edu/sce/index.htm**

Go to Class Hour Schedules
to search for course offerings.

Sociology and Anthropology

Department Chair: Dennis Hodgson, Ph.D.

Sociology is the scientific study of human society and social behavior. It seeks to understand why individuals form groups and how membership in groups influences the individual's behavior. Why do human beings form families? Why do the rich act, and even think, differently from the poor? What makes some people break social rules and others obey them? What holds societies together? Why do all societies change over time? These are questions which sociologists ponder. Anthropology asks similar questions, while emphasizing cross-cultural, cross-disciplinary and longer-term perspectives. Its comparative approach highlights patterns of similarity and difference among human groups, and helps us understand our own practices and those of others in a broader cross-cultural context.

Students majoring in Sociology at Fairfield University begin their study by taking several fundamental courses which provide them with an understanding of the basic concepts and methodology of the field. The student builds on this foundation by selecting from a wide variety of elective courses. Each student is carefully and individually advised throughout his or her stay at Fairfield. The faculty strives to clarify career goals and to put together a concentration of courses and experiences that will ensure for the student intellectual fulfillment and a viable career.

All sociology majors and minors are urged to consult with the Chair and other members of the Sociology Department in planning their academic programs. This is especially important in coordinating particular course concentrations most suitable for individual career goals.

Sociology & Anthropology

The following courses are usually offered through the School of Continuing Education.

	Fairfield University	Transfer
Requirements (10 courses)		
SO 11 General Soc.	<input type="checkbox"/>	<input type="checkbox"/>
SO 112 Amer. Society	<input type="checkbox"/>	<input type="checkbox"/>
SO 121 Statistics	<input type="checkbox"/>	<input type="checkbox"/>
SO 222 Research Des.	<input type="checkbox"/>	<input type="checkbox"/>
SO 328 Soc. Theory I	<input type="checkbox"/>	<input type="checkbox"/>
SO 329 Soc. Theory II	<input type="checkbox"/>	<input type="checkbox"/>

4 Sociology Electives

1. _____	<input type="checkbox"/>	<input type="checkbox"/>
2. _____	<input type="checkbox"/>	<input type="checkbox"/>
3. _____	<input type="checkbox"/>	<input type="checkbox"/>
4. _____	<input type="checkbox"/>	<input type="checkbox"/>

General Electives (10 Courses)

1. _____	<input type="checkbox"/>	<input type="checkbox"/>
2. _____	<input type="checkbox"/>	<input type="checkbox"/>
3. _____	<input type="checkbox"/>	<input type="checkbox"/>
4. _____	<input type="checkbox"/>	<input type="checkbox"/>
5. _____	<input type="checkbox"/>	<input type="checkbox"/>
6. _____	<input type="checkbox"/>	<input type="checkbox"/>
7. _____	<input type="checkbox"/>	<input type="checkbox"/>
8. _____	<input type="checkbox"/>	<input type="checkbox"/>
9. _____	<input type="checkbox"/>	<input type="checkbox"/>
10. _____	<input type="checkbox"/>	<input type="checkbox"/>

Required 1 US Diversity Course
 1 World Diversity Course

Requirements for the Minor

Sociology minors take a minimum of 18 credits in Sociology and/or Anthropology, including two required courses: SO 11, and a choice of either SO 222 or 328.

Internships

If an internship is taken (for three or six credits), the internship is in addition to the basic requirements of the major or minor.

Sociology and Non-Majors

All Sociology and Anthropology courses, except SO 222, 279, 328, 329, and Field Work Placement (SO 397-398), are open to all students without prerequisite.

SO 11 General Sociology

This course is an introduction to sociology. It aims to provide the student with a sense of sociology's orientation; its particular way of looking at human behavior in the context of people's interaction with each other. The course emphasizes the kinds of questions sociology asks, the methods it uses to search for answers, and how it applies the answers to problems of people's everyday lives and issues of social policy. *3 credits*

SO 112 American Society

This course analyzes the dominant ideology and values which have shaped American culture — namely, the Protestant Ethic — and how and why these values are changing. This is followed by an analysis of major institutional trends that have transformed and continue to transform America and the modern world: bureaucratization, industrialization, urbanization, the rise of the business corporation, science, and technology — and the effects of these institutions in producing new personality types, mass society, and rapid social change. Purpose of the course is to provide a macro-sociological framework. *3 credits*

SO 121 Statistics:**Social and Political Data Analysis**

This course is designed to provide a basic introduction to the role of statistical analysis in understanding social and political data. Emphasis is placed upon actual data analysis using the University's computer facilities. An extensive social and political data archive including 1980 Census data, political polls, and national survey data are utilized for computer analysis.

4 credits

SO 142 Sociology of the Family

The family is a basic social institution of all societies. The course begins by examining family systems as they exist in other cultures and in times past. However, the central focus of the course is on understanding the contemporary American family system. American patterns of dating, mate selection, sexual behavior, marriage, parenting, and aging are examined as well as alternative life styles and family instability.

3 credits

SO 145 Society and Self

Sociological approaches to the relationship of society and the self are studied. The main emphasis will be on Symbolic Interactionism, but other approaches will be covered. The focus will be on how the self is constructed in occupations and organizations, and in personal lives.

3 credits

SO 151 Sociology of Religion

This course is a combined theoretical and empirical treatment dealing with: the sociology of religion; the character of religious institutions; the relations of religious institutions with other institutions in society; and the internal social structure of religious institutions. Particular attention is given to the process of secularization in the modern world and the crisis this poses for traditional religion.

3 credits

SO 161 American Class Structure

This course examines the roots and structure of class in the U.S., as well as the consequences of this hierarchical arrangement on everyday life. Although the primary focus of the course is on social class, the dynamics and consequences of social class cannot be fully understood without addressing the complex interconnections between class, race and gender.

3 credits

SO 162 Race, Gender, and Ethnic Relations

An analysis of sociological and social psychological dimensions of race relations, ethnic interaction, and the changing role and status of women. While the focus of the course is on the American scene, problems of women and minorities in other parts of the world are also examined along with their importance for world politics. What sociologists and social psychologists have learned about improving dominant/minority relations is considered. (formerly listed as *Race and Ethnic Relations*)

3 credits

SO 169 Women: Work and Sport

Sex and gender stratification exists in most areas of everyday life throughout American society. This course concentrates on women in the workplace and in sport. Women's occupational status and the accompanying roles from the colonial period to the present are analyzed from a variety of theoretical perspectives including the biological, social learning and feminist approaches. Since sport is a microcosm of society, the perceptions and experiences of female athletes in twentieth century America are treated as a mirror of the inequality within the larger world.

3 credits

SO 171 Criminology

This course examines the origin, causes, and history of crime. It also explores victimless crime, white-collar crime, and organized crime. The control of crime and the agencies of control are also examined as well as the techniques of punishment and rehabilitation.

3 credits

SO 175 Sociology of Law

The basis of this course is the relationship of law and society. Several issues explored are the meaning of law, civil disobedience and other challenges, and law as an agent of social change. A major theme of the course is legal equality vs. social inequality — a theme to be analyzed in terms of discrimination against the poor, women, and various racial groups. The second half of the semester is devoted to a discussion of the role of lawyers, the police, and the courts in American society.

3 credits

SO 222 Methods of Research Design

A study of the nature and function of the scientific methods as applied to the field of sociology. Emphasis is placed upon survey research design and secondary analysis of existing data. Teams of students design and conduct research projects as part of the course assignments. (Prerequisite: SO 11)

4 credits

SO 279 Seminar: Criminal Justice System

This seminar explores in detail the workings and problems of the criminal justice system in the United States. In addition to investigating the sources of criminal behavior, the course focuses on the arraignment process, probation, the trial, sentencing, prison reform, and parole. Site visits supplement lectures and discussion. (Prerequisite: SO 171)

3 credits

AY 110 Physical Anthropology and Archaeology

The study of natural selection, primate evolution, and living primate societies, provides a baseline from which to study the evolution of the human species. The course also traces human cultural and social development from the foraging bands of the first humans to the civilizations that appeared at the dawn of written history. Physical variation among living populations is also studied.

3 credits

AY 111 Cultural Anthropology

Why is there such variety among human societies in the way their members live, dress, speak, behave toward one another, and worship? This course explores the shared patterns of thought, behavior, and feelings — that is, the cultures — of a number of peoples, and offers an explanation for the form they take and the differences between them. A primary goal is to develop a new perspective on the values and institutions of Western culture.

3 credits

AY 168 Women and Men:**The Anthropology of Gender**

Through a comparison of selected Asian, Middle Eastern, African, and Native American societies, this course explores the ways that culture can mold the biological facts of sexual difference into socially accepted behavior, creating two, and sometimes more, genders. Topics include the allocation of work, power, and prestige between men and women, the belief systems that legitimate gender roles, and some possible causes for the wide variation that exists among cultures.

3 credits

Visual and Performing Arts

Department Chair: Kathryn Jo Yarrington, MFA

The **major** consists of a minimum 30 credits of coursework in the Department of Visual and Performing Arts which must be completed in a single area of concentration chosen by the student. Areas of concentration available to majors are: Art History (AH), Music (MU), Studio Art (SA, 33 credits), and Theatre (TA).

For further information about the curriculum and areas of concentration, consult the Program Directors:

Art History:	Jesus Escobar
Film and Television:	James Mayzik, S.J.
Jazz & Popular Music:	Brian Torff
Classical Music:	Laura Nash
Studio Art:	Eve Andree Laramée
Theatre:	Martha LoMonaco

In order to satisfy the Visual and Performing Arts core requirement of six credits, students must take three credits in a lecture course from the areas of art history, music history, theatre, or film history. The remaining three credits may be taken from any of the Visual and Performing Arts course offerings.

Studio art, film and television, and some theatre courses require a materials fee. Students enrolling in these courses will be billed \$35 per student per course.



Programs

I. ART HISTORY

Program Director: Jesus Escobar, Ph.D.

We live in a visual world and the field of art history is an essential tool for experiencing humanity's visible achievements. The Art History program has expanded in recent years and now offers a complete academic curriculum covering all the major movements and periods of western civilization as well as courses on the arts of Asia, the Americas and Africa.

The Art History program has a range of goals including:

- enabling students to develop a visual vocabulary
- developing multiple perspectives on key paradigm monuments in their cultural contexts
- establishing an understanding of the cross-disciplinary nature of art history as a gateway connected to the humanities and liberal arts
- developing a student's abilities to organize ideas, respond, write and speak coherently about representational issues
- encouraging students to take advantage of the world-class museums and collections in Connecticut and New York City
- motivating each student to attain direct involvement and aesthetic pleasure from the knowledge and comprehension of world art

With a strong emphasis on the relationship between historical research, written analysis and observational interpretation, students of Art History come to possess a powerful visual vocabulary. Coursework leads to a capstone experience with either a seminar or an independent study during the senior year. These interpretive skills are essential for professional gateways into teaching, museum and gallery curating, marketing and media careers, as well as nearly every job requiring visual analysis.

The format of all art history courses is illustrated slide lectures with informal student discussion. The rich heritage of the visual arts is presented in these slide lectures allowing students to observe the vast panorama of the visual arts. The courses listed below focus on developments from pre-history to the present.

All Art History courses count as "history of" for the Visual and Performing Arts core.

Visual & Performing Arts

— Art History Concentration

	Fairfield University	Transfer
10 Courses Required		
At least two of the following:		
AH 10 Intro. to Art History	<input type="checkbox"/>	<input type="checkbox"/>
AH 11 Intro. to Art History II	<input type="checkbox"/>	<input type="checkbox"/>
AH 12 Art History of Asia, Africa & Americas	<input type="checkbox"/>	<input type="checkbox"/>

At least one from each of the following areas.

Students may take:

Area 1 Ancient/Non-West.	<input type="checkbox"/>	<input type="checkbox"/>
Area 2 Medieval	<input type="checkbox"/>	<input type="checkbox"/>
Area 3 Renaissance	<input type="checkbox"/>	<input type="checkbox"/>
Area 4 Baroque	<input type="checkbox"/>	<input type="checkbox"/>
Area 5 Modern / Amer. / Photo / Graphics	<input type="checkbox"/>	<input type="checkbox"/>

Additional Courses (3):

Studio Course _____	<input type="checkbox"/>	<input type="checkbox"/>
AH 290 or 295 _____	<input type="checkbox"/>	<input type="checkbox"/>
AH 3xx _____	<input type="checkbox"/>	<input type="checkbox"/>

General Electives (10 Courses,

8 must be outside of Visual and Performing Arts)

1. _____	<input type="checkbox"/>	<input type="checkbox"/>
2. _____	<input type="checkbox"/>	<input type="checkbox"/>
3. _____	<input type="checkbox"/>	<input type="checkbox"/>
4. _____	<input type="checkbox"/>	<input type="checkbox"/>
5. _____	<input type="checkbox"/>	<input type="checkbox"/>
6. _____	<input type="checkbox"/>	<input type="checkbox"/>
7. _____	<input type="checkbox"/>	<input type="checkbox"/>
8. _____	<input type="checkbox"/>	<input type="checkbox"/>
9. _____	<input type="checkbox"/>	<input type="checkbox"/>
10. _____	<input type="checkbox"/>	<input type="checkbox"/>

The following courses are usually offered through the School of Continuing Education.

AH 10 Origins and Transformations in Western Art

From the mysterious depths of paleolithic cave painting to the soaring heights of Gothic cathedral vaulting, this course surveys the early history of Western Art. We begin with the origins of art-making in prehistoric, Mesopotamian, Egyptian, Greek, and Roman cultures. Then, the transformations of these ancient traditions in the arts are viewed in Early Christian and Medieval societies. The course offers students a working vocabulary with which to compose visual analyses of works of art and evaluate them in a social and historical context. One class takes place on location at the Metropolitan Museum of Art in New York.

3 credits

AH 11 Visual Culture Since 1400:**Expression and Experimentation**

This course explores the ways in which people have used images to record their world. From the development of linear perspective in the early Renaissance to the assimilation of advances in optical sciences in the Baroque to the incorporation of photography in the nineteenth century, art has responded to technological advances and created distinct and expressive visual cultures. Exploring painting, sculpture, the graphic arts, and architecture, students learn to analyze how the contemporary world is designed and defined by a visual heritage that incorporates historical images into film, television, and market-driven advertising. One class takes place on location at the Metropolitan Museum of Art in New York.

3 credits

**AH 12 Introduction to the Art History
of Asia, Africa and the Americas**

In this introductory lecture course works of art and architecture from each continent are examined to understand the respective traditions of Asia, Africa and the Americas. Emphasis is given to a selection of examples within a chronological sequence. Different art historical approaches are essential and pragmatic as the material culture from each of these three areas is studied. India, China and Japan form the basis for the study of Asia. Cultures designated by their geographical locations provide a frame of study for African Art. The Americas are represented by Pre-Columbian, Northwest Coast, and Native American visual arts. Emphasis is given to art collections in New Haven and New York City, and one bus trip is organized during the semester to offer students a first-hand experience studying original works of art.

3 credits

NOTE: To enroll in any art history course numbered AH 100 or higher, students are advised to complete at least one of the introductory courses: AH 10, 11 or 12.

AH 100 Arts of India, China and Japan

This course is a survey of the art and architectural history of three major civilizations in Asia. Sacred and secular material culture in painting, sculpture and architecture are studied during the formation and development of each civilization and compared with their modern achievements. In each instance the scope of history covers at least three millennia. Specific focus is given to the Mauryan, Kushan and Gupta periods in India, to the Chou, Han, T'ang, Song and Ch'ing Dynasties in China, and to the Nara, Heian, Kamakura, Edo, Tokugawa and Meiji periods in Japan. Emphasis is given to the contrasting periods of isolation and open contact between these civilizations and with those in the west. Collections of Asian art at Yale University and in New York City are highlighted during the lecture course, and trips to study these collections are arranged.

3 credits

AH 110 The Ancient Near East, Egypt and the Aegean Bronze Age

A survey of the cities and sanctuaries that flourished in Mesopotamia (Ur, Babylon, Nineveh, Persepolis), Egypt (Thebes, Amarna, Karnak, Luxor) and the Aegean basin (the Cycladic islands, Crete, Thera, Troy, Mycenae, Pylos) as early as 3000 B.C., with the invention of writing, and their domination of the eastern Mediterranean into the first millennium B.C. The distinctive artistic developments and architectural forms of these three enduring cultures are analyzed as well as their impact on western civilization. Emphasis is given to objects in area museums, and field trips are included. *3 credits*

AH 111 Greek Art and Archaeology

This survey covers the major developments in architecture, sculpture and painting from the time of Homer to the collapse of the Hellenistic world. Consideration is given to the formation of the panhellenic sanctuaries of Olympia and Delphi in the Geometric and Archaic periods and the rise of democracy under the leadership of Pericles in Athens culminating in the Parthenon of the High Classical period, to the creation of an empire under Alexander the Great. The legacy of the Greek achievement is explored in the context of its impact on the Roman world and later art. Emphasis is given to objects in area museums, and field trips are included. *3 credits*

AH 112 Etruscan and Roman Art and Archaeology

A survey of the arts of the Etruscans, predecessors to the Romans on the Italic peninsula, and its impact on the Roman Republic. The development of Roman art and archaeology is traced from the Republic to the late empire, from the center of Rome and the achievements of Augustus to the official recognition of Christianity by Constantine the Great. Consideration is given to the influence of the Greek legacy and Roman developments. Emphasis is given to objects in area museums, and field trips are included. *3 credits*

AH 113 Art and Archaeology of Ancient Egypt: Images for Eternity

The course is devoted to the history of ancient Egyptian art from the Predynastic Period (ca. 4200 BCE) to its last manifestation in the time of the Roman occupation (100 CE). The survey focuses on major themes, important stylistic movements, and selected masterpieces of Egyptian architecture, sculpture, reliefs, painting and minor arts. Consideration is given to the formation of major arts in the Predynastic Period; great monuments of the Old Kingdom such as Djoser, Cheops and Chephren Pyramid complexes; classical art of the Middle Kingdom with the royal temples, pyramids and tombs at Lisht and Deir el Bahari; New Kingdom temples at Karnak and Luxor, and the splendor and revolution of Amarna art. Emphasis is given to the objects in area collections, especially in the Metropolitan Museum of Art. *3 credits*

AH 120 Medieval Art

An introduction to Medieval art and architecture in Western Europe, from its Roman, Jewish and Early Christian sources to the Gothic period. The course explores continuity and change in the arts and society, including relationships to Celtic, Islamic, Anglo-Saxon, and Byzantine art. A field trip to the Cloisters, the medieval branch of the Metropolitan Museum of Art, is included. *3 credits*

AH 121 The Celtic World and Early Irish Art

This course traces the origins of Celtic art from 1500 B.C. to its modern afterlife. The spread of Irish monasticism to a broader European culture and the later complementary appearance in Ireland of Continental styles such as the Romanesque and Gothic are addressed. Specific topics include the sources for Irish Celtic art, the transportable wealth of reliquaries and jewelry, liturgical art such as manuscripts and chalices, the Irish High Cross, monasteries and castles, and 19th and 20th century medieval revivals in America. The course underscores that Irish delight which transforms nature into the imaginary, the monstrous and the magical. *3 credits*

AH 130 Renaissance Art in Italy

In its painting, architecture, and sculpture, we discover the re-emergence of the individual will in Renaissance society. Beginning with the new naturalism of Giotto and continuing through the High Renaissance in Rome with masterpieces by Bramante, Michelangelo, and Raphael, the artist asserted his influence on court and church. A social-economic focus is seen in the rising status of the artist from guild-oriented craftsman to the independent genius acting as the peer of monarchs, clerics and merchant patrons. *3 credits*

AH 135 Renaissance and Baroque Architecture

Surveying the architecture and urbanism of 15th through early 18th century Europe and its colonial world, this course addresses topics such as the Renaissance revival of antiquity and its impact on architecture, the changing nature of architectural practice, the role of religious orders like the Jesuits in the dissemination of architectural style and taste, and the importance of illustrated books in advancing theoretical and practical notions about architecture and the city. The course term paper assignment considers the legacy of Renaissance and Baroque architecture in the United States Northeast. (Prerequisite: AH 10 or AH 11.) *3 credits*

AH 140 Baroque Art

The 17th century in Europe is marked by profound shifts in religion, society and economics which are reflected in the art produced during that tumultuous period. This course surveys the painting, sculpture, architecture and urbanism of the 17th century, with a focus on France, Italy and Spain. Among the themes explored are the notion of classicism in the arts, the role of academies and the market in promoting the arts, the phenomenal output of portraiture and self-portraiture and the shaping of cities as works of art. Previous completion of AH 10 or AH 11 is strongly recommended. *3 credits*

AH 152 Modern Art

The shifting styles and currents of modern art are studied from the realist Courbet and Manet and their contemporaries to the rebellious years of the Impressionists. The 20th century is explored from the Fauvists' explosion of color to the new spatial-physics of Cubism under Picasso. The triumphs and failures of modern civilization are documented in the experimental efforts of the Constructivists, Dadaists, Surrealists, and Abstract Expressionists. A principal concern in the course is the question: "What is the artist of the 20th century telling us about our world?"

3 credits

AH 154 Impressionism and Post-Impressionism

This course studies the 19th century French art movement which revolutionized painting. Monet, Manet, Renoir, and Pissarro are covered along with their contemporaries in Paris, their students, and followers. The Post-Impressionists with their innovations are also included. Museum trips to study original works are included.

3 credits

AH 161 American Architecture

The art of building in America, from pre-Columbian times to the present. Tradition, economics, engineering, and environmental factors influencing its development. We examine the home, the church, the school, the business center, and the sports complex as reflections of the American way of life. Special emphasis is placed on the architecture of today. The aim of the course is to develop an understanding of the man-made environment, and its special relations to ourselves, as individuals and as a society.

3 credits

AH 162 American Sculpture

Major periods and landmarks in American sculpture, from the Colonial era to the present, are chronicled and analyzed. The development of American sculpture is set within the framework of Western Art as a whole in order to illustrate American sculpture's complexity, richness and truly national character. Emphasis is placed on its role in the remarkable flowering of the sister arts of painting, sculpture and architecture during the rise and fall of the Beaux-Arts tradition within the American Renaissance. Two classes will meet at sculptors' studios.

3 credits

AH 163 American Art:**Colonial Elegance to Civil War Realism**

The first two centuries of American Art reflect the dramatic individualism of the early settlers. English, Dutch and Spanish immigrants created varied and vigorous styles of art and architecture. American Art examines these styles, from Colonial towns and plantations to Federal architecture commissioned by Washington and Jefferson, as well as vividly realistic images of the Civil War by Winslow Homer and photographer Matthew Brady. Useful for students of American history, and American studies. Field trips are included for study of original architecture, painting, and furniture in public and private collections.

3 credits

AH 164 American Art:**Civil War to Civil Rights (1860-1960)**

This course continues with the arts and architecture of the Early Republic (see FA 152) and expands into the major movements and masters of American art from the Civil War to the present. In tracing the themes and artistic statements of American artists we take special notice of unifying national myths such as: the Founding Fathers, Manifest Destiny, America as the New Eden, the Frontier from the Rockies to the Lunar Surface, Heroes from Davy Crockett to Superman, and America as Utopia. Through the masterpieces of Church, Cole, Homer, Eakins, Sloan, Hopper, Pollock, Rothko, Wyeth, Warhol, and the "Downtown" art scene, we try to determine: "What is uniquely American about American art?"

3 credits

AH 172 History of Photography

Photography is one of the youngest artistic media, yet is the one most evident in, and crucial to, twentieth-century culture. The history of photography in the nineteenth and twentieth centuries is traced, with emphasis given to the interplay between the growth of photography as an art form and technological developments of the medium, and to the multiple functions filled by photography in modern and post-modern culture. Both photographic movements and the work of individual photographers are stressed, and the relationship of photography to other art forms is analyzed.

3 credits

AH 174 History of the Graphic Arts:**Prints, People, Process**

A history of the graphic arts from their beginning in the West until the twentieth century, including the media of woodcut, engraving, etching, lithography and silkscreen. An in-depth look at such master printmakers as Dürer, Rembrandt, Goya and Picasso, as well as an examination of the role of the printed image in dispensing information, illustrating the Bible, providing affordable art for the masses, and expressing the alienation of the modern artist. We explore the chronological development of techniques, the difference between painted and graphic works in the careers of individual artists such as Whistler, the Impressionists and German Expressionists, as well as the relationship to major themes in European art movements. A field trip to see a collection of prints or an exhibition is scheduled.

3 credits

AH 180 Modern Architecture

This course introduces the student to key principles and moments in the history of the built environment from antiquity to the 20th century. Architecture is considered in its social and political context, paying careful attention to the symbolic meanings that buildings convey. Topics covered in the course include the classical tradition of architectural design, the relationship between architectural practice and technology, the emergence of the capital city, and modern urban concerns such as parks, housing, and public works.

3 credits

AH 213 Through Egyptian Eyes: Enigmatic Aspects of Ancient Egyptian Art History

Can we really comprehend ancient Egyptian masterpieces just by looking at them? Can we rely on ancient Egyptian sculpture and painting to study Egyptians' physical appearance, cults, and habits? Can we call Egyptian art art? Can Egyptian portraits be called portraits? What is the difference between Egyptian writing and representations? What could Egyptians themselves appreciate in the art of Akhetaten and Nefertiti: its innovation or its traditionalism? What is the difference traditions archaism in ancient Egyptian art? What is Egyptomania? These and other puzzling questions will be discussed. We cannot truly comprehend Egyptian art without some knowledge of underlying conventions, religious functions, philosophical conceptions, symbolism and magic. This course will help you not only appreciate but also understand Egyptian art. 2 classes will be held at Metropolitan Museum of Art.

3 credits

AH 290 Special Topics Seminar

An offering for study in-depth of a specific subject in the history of art. Open to selected students.

3 credits

AH 295 Museum/Gallery Curating

This course explores the role of museum and gallery curator. Facets of curator's responsibilities are explored dealing with the object, the museum, collectors, federal and corporate funding. Field trips. Art history prerequisites.

3 credits

AH 300 Independent Study

An exploration in depth of a specific topic in art history involving independent research and field study. Available to selected students upon approval of faculty and Chair.

3 credits

AH 308 Art Seminars Abroad

A ten-day art history study tour of European countries offered annually during Spring recess or after final exams. Students visit major cities, sites, museums, and collections under the direction of a fine arts faculty member. Students may elect to join the tour on a credit basis requiring a paper or project to be submitted six weeks after return. See appropriate faculty member for details. Applications due last week of October, last week of January.

3 credits

AH 310 Internship

The Regina A. Quick Center for the Arts provides qualified art history and studio art majors with museum planning, and organizational and exhibition techniques by working on gallery exhibits at the Walsh Art Gallery.

In addition, senior Visual and Performing Arts students may be placed in a number of regional art institutions including theatres, historical societies, and museums for professional internships. These are highly selective and require permission from Professor Katherine Schwab before registration.

3 credits

AH 311-330 Junior/Senior Seminar

Juniors and seniors are expected to take this seminar offered annually on topics that provide a capstone experience. Topics reflect areas of expertise and research among the full-time faculty.

3 credits

II. MUSIC

Director of Jazz & Popular Music: Brian Torff, CAS

Director of Classical Music: Laura Nash, Ph.D.

The Department of Visual and Performing Arts offers a concentration in Music, which aims at a balance between history and theory.

Visual and Performing Arts Major with a Concentration in Classical Music

- MU 11 Early Survey of Musical Styles
- MU 12 Late Survey of Musical Styles
- MU 150 Music Theory and Composition I
(may exempt with permission of instructor)
- MU 250 Music Theory and Composition II
- MU 301 Advanced Music Theory and Composition

Students may choose another 2 or 3 music history courses at the 100 or 200 level, and are expected to have at least two semesters of 300-level work.

Up to 6 performance credits (lessons or performing groups) may be applied to the major.

Visual and Performing Arts Major with a Jazz/Popular Music Concentration

All Visual and Performing Arts majors concentrating in Jazz/Popular Music are required to complete 30 credits as follows:

THEORY (Total of 6 credits)

- MU 155 Jazz Theory & Improvisation 3 credits
- Choice of:*
- MU 156 Intro to Midi and Music Software 3 credits
- MU 158A Intro to Recording Techniques 3 credits

PERFORMANCE* (Total of 6 credits)

- MU 256 Jazz Ensemble 6 credits
(one credit per semester)

Music lessons may be substituted with permission of Prof. Torff.

*Theory and music history courses may be taken instead of performance courses.

HISTORY (15 credits)

- MU 101 History of Jazz 3 credits
- MU 102 History & Development of Rock 3 credits
- MU 112 The Music of Black Americans 3 credits
- MU 122 World Music History & Ensemble 3 credits
- MU 157A Intro to the Music Industry 3 credits

INTERNSHIP OR INDEPENDENT STUDY

3 credits

A. Music History

A = Applied Music

H = Music History

The following courses are usually offered through the School of Continuing Education

MU 101 The History of Jazz (H)

This course traces the development of American jazz from its origins in black musical traditions. We will examine the roots of jazz in ragtime, blues, worksongs, and march music. The developments of different jazz styles will be studied such as dixieland in the 20's, swing in the 30's, bop in the 40's, and continuing to the present. Special emphasis will be placed upon connecting the historical period with the music of jazz – America's original art music. No prerequisites. *3 credits*

MU 102 The History and Development of Rock (H)

This course will survey the musical and social trends which resulted in the emergence of rock and roll as an important musical and cultural force in America. We will trace the roots of rock, blues, and country styles, showing how they merged with popular music. Periods from the 1950's to the present will be studied, along with Elvis Presley, Chuck Berry, Little Richard, the Beatles, the British invasion, folk music, Bob Dylan, jazz and art rock, Jimi Hendrix, the west coast movement, and the music industry. Students will be able to understand, discuss, and differentiate between stylistic periods and their historical relevance to American culture. No prerequisites. *3 credits*

MU 111 The Life and Music of George Gershwin (H)

This course focuses on the life and music of one of America's greatest composers, George Gershwin. At home in popular as well as serious music, Gershwin is beloved for his popular songs written for Broadway shows and Hollywood musicals, and concert works such as Rhapsody in Blue and An American in Paris. He led a fascinating life that illuminates the decades of the 1920's and 1930's. We study his life and music through readings, movies, listening, and class discussion. No prerequisites. *3 credits*

MU 112 The Music of Black Americans (H)

This course is a musical and historical survey course of African American music and its important contributions to American culture. African heritage, slave songs and the colonial era are studied, followed by the role of black Americans in the music and culture of the Revolutionary and Civil War periods. The evolution of the spirituals, minstrel songs and ragtime as they relate to dance forms are examined along with the role of blacks as performers and composers in classical music and music of the theater. The final section studies the blues as it evolves into jazz, soul, reggae, funk, disco and rap. This course takes a look at racism and issues of gender in America, and how musicians of diverse backgrounds have collaborated and contributed to the evolution of American music despite prejudice and adversity. This course meets the diversity requirement. *3 credits*

MU 120 The History of Song (H)

This course examines the history of our most popular modern music, the song. We study historical antecedents from the international genres of the Middle Ages through to early Twentieth Century popular song. We then explore the most popular songwriters/performers of our recent generations influenced by folk, country, jazz, and popular elements, such as Joan Baez, Bob Dylan, Billy Joel, Barbra Streisand, Bette Midler, Dolly Parton, Bonnie Raitt, Michael Bolton, Natalie Cole, Whitney Houston, The Beatles, Chicago, Manhattan Transfer, etc. No prerequisites. *3 credits*

A. Music Theory

MU 157 Introduction to the Music Industry (A)

This course introduces the student to the various aspects of the music industry. We discuss the history and process behind the creation, manufacture, and distribution of pre-recorded music. The course covers the earliest record companies, changes in the technology, and the growing awareness and sophistication of both the consumer and the artists, as well as the function of managers, attorneys, musicians and agents in the music industry. *3 credits*

MU 158 Introduction to Recording Techniques (A)

The course demonstrates and emphasizes the physics and theory of acoustical sound in both a studio and live environment and enables the student recording engineer the ability to capture that sound into a high quality recording environment. The student learns the fundamentals of recording equipment, such as microphone placement, dynamic processors, echo, delay, reverb, equalizers, and the mixing console with result being the ability to organize, set-up, and administer a recording session. The course may be clustered with both a physics and a music course as an interdisciplinary component. The portability of the equipment enables potential tie-ins to the Quick Center, Studio Arts, Theater, the Levee, and other campus events. Students of physics, music, theater, and studio arts might all benefit from this course. *3 credits*

IV. STUDIO ART

Program Director: Eve Andree Laramee, MFA

The Studio Art Program at Fairfield offers students an opportunity to explore all aspects of the visual arts through a curriculum designed to integrate with and expand upon their liberal arts education. Through a balance of theory, art history, concept development, and studio application, students explore art from the varying perspectives of visual and performance artist, scholar, critic, visionary and technician.

The Studio Art Program has a range of goals including:

- developing intuitive, creative, expressive, and aesthetic faculties, and the ability to connect these with reasoning skills
- developing perceptual, critical, and conceptual skills
- cultivating empathy, sensibility, and discernment
- training and disciplining the body to express individual form, style, and meaning
- developing knowledge of major artistic achievements in Western and non-Western visual arts
- communicating knowledge and arguments clearly, concisely, and forcefully, both in written and oral forms
- cultivating a deep commitment to and curiosity about the intellectual and creative life
- encouraging students to take advantage of the world-class museums in Connecticut and New York City

The Studio Art Program is divided into three developmental areas: Foundation Studios, Advanced Studios, and Capstone Studios.

The **Foundation Studios** are recommended as a basis for all other studio art courses. They aim to develop formal, technical, expressive, and problem-solving skills. They stress knowledge of modern and contemporary art and provide a survey of artistic disciplines. Through these courses, students begin to investigate visual thinking.

The **Advanced Studios** build upon the foundation studios and focus on a particular discipline, such as sculpture. Students develop a formal vocabulary, visual sensitivity, and manipulative skills. Materials and historical concerns are integral parts of directed and individual investigations.

In the **Capstone Studios**, students pull together the diverse experiences and knowledge they have acquired as studio art majors and focus their newly acquired skills on a specific problem or area of artistic research. In addition to creating this visual work, students read and discuss seminal texts of art theory and probe topics such as postmodernism and the personal and societal values implicit in an artwork. Capstone experiences develop creative autonomy. Students who complete the capstone studios are no longer dependent upon externally supplied assignments; they are able to focus upon artistic questions of their own. These courses are excellent preparation for life after Fairfield.

Students interested in the Studio Art major or minor should consult with the Studio Art Program director before beginning the program. We encourage students to declare the major officially no later than the end of the sophomore year of studies. Transfer credits in Studio Art must be approved by the Studio Program Director. Advanced Placement credits will not be accepted. Intersession courses may not count for the Studio Art major or minor. Evening courses may count with permission of Department Chair. There is a \$35 laboratory fee for each studio art course. Courses in the Lorenzo de' Medici Program or other study abroad programs must be approved by the Studio Program Director for studio credit for majors and minors.

Students must satisfy the following requirements for 33 credits (11 courses):

All four Foundation Studios:

SA 10	Foundation: Interpreting the Self	3 credits
SA 11	Foundation: Structure, Space, and Environment	3 credits
SA 12	Foundation: Drawing	3 credits
SA 13	Foundation: Figure Drawing	3 credits
<i>Subtotal Studio Art credits</i>		<i>12 credits</i>

At least three of the following Advanced Studios:

First Level

SA 130	Painting I	3 credits
SA 131	Printmaking: Intaglio	3 credits
SA 132	Sculpture I	3 credits
SA 133	Photography I	3 credits
SA 134	Printmaking: Screen Printing	3 credits
SA 136	Investigation of Text & Image	3 credits
SA 137	Time Arts	3 credits
SA 138	Printmaking: Digital Imaging	3 credits

Second Level

SA 230	Painting II	3 credits
SA 231	Printmaking II	3 credits
SA 232	Sculpture II	3 credits
SA 233	Photography II	3 credits
SA 235	Advanced Drawing	3 credits
<i>Subtotal Studio Art credits</i>		<i>9 credits</i>

Both Capstone Studios:

SA 300	Junior Seminar	3 credits
SA 301	Senior Seminar	3 credits
<i>Subtotal Studio Art credits</i>		<i>6 credits</i>

At least two art history courses: 6 credits
(AH 175 required, AH 10, 11, or 12 is recommended)

Subtotal Studio Art credits 6 credits

Total: 33 credits

Visual & Performing Arts

Arts & Sciences Academic Programs

85

Students are encouraged to take more than the 33 credits required for the major. Other possibilities include:

Concept Exploration Electives:

SA 105	Color Workshop	3 credits
SA 106	Painterly Prints	3 credits
SA 107	Special Workshop Studios	3 credits
Special Topics Electives:		
SA 302	Independent Study	3 credits
SA 304	Studio Internships	3 credits

Students planning to complete the minor must satisfy the following requirements for 18 credits (6 courses):

Three Foundation Studios:

SA 10, SA 11	6 credits
and either SA 12 or SA 13	3 credits

Two Advanced Studios:

6 credits

A minimum of one course in Art History:

(AH 175, 10, 11 or 12 is recommended) 3 credits

Total:

18 credits

Visual & Performing Arts

— Studio Arts Concentration

Fairfield
University

Transfer

11 Courses Required (33 credits)

SA 10 Found.: Interp. Self	<input type="checkbox"/>	<input type="checkbox"/>
SA 11 Found.: Structure	<input type="checkbox"/>	<input type="checkbox"/>
SA 12 Found.: Drawing	<input type="checkbox"/>	<input type="checkbox"/>
SA 13 Found.: Figure Draw	<input type="checkbox"/>	<input type="checkbox"/>

3 Advanced Studio Courses

SA _____	<input type="checkbox"/>	<input type="checkbox"/>
SA _____	<input type="checkbox"/>	<input type="checkbox"/>
SA _____	<input type="checkbox"/>	<input type="checkbox"/>

2 Capstone Studio Courses

SA 300 _____	<input type="checkbox"/>	<input type="checkbox"/>
SA 301 _____	<input type="checkbox"/>	<input type="checkbox"/>

2 Art History Courses

AH _____	<input type="checkbox"/>	<input type="checkbox"/>
AH _____	<input type="checkbox"/>	<input type="checkbox"/>

General Electives (9 Courses)

1. _____	<input type="checkbox"/>	<input type="checkbox"/>
2. _____	<input type="checkbox"/>	<input type="checkbox"/>
3. _____	<input type="checkbox"/>	<input type="checkbox"/>
4. _____	<input type="checkbox"/>	<input type="checkbox"/>
5. _____	<input type="checkbox"/>	<input type="checkbox"/>
6. _____	<input type="checkbox"/>	<input type="checkbox"/>
7. _____	<input type="checkbox"/>	<input type="checkbox"/>
8. _____	<input type="checkbox"/>	<input type="checkbox"/>
9. _____	<input type="checkbox"/>	<input type="checkbox"/>

FOUNDATION STUDIOS

SA 10 Foundation: Interpreting the Self

This course is designed to develop fundamental studio skills and an understanding of visual thought processes. Emphasis is placed on concepts, contemporary art and theory, and a wide variety of materials and aesthetic categories such as drawing, painting, book arts, sculpture, and installation. Students investigate the ways in which visual thinking can be used to realize an awareness of one's self. Through the themes of *line* and *the self*, the course exposes students to the visual languages of both abstraction and representation, and emphasizes the honing of perceptions, the process of selection and organization, and the seemingly constant revision and decision making involved in art making. The foundation courses are recommended as a basis for all other studio art courses. Typically offered both semesters.

(formerly listed as SA 100)

3 credits

SA 11 Foundation:

Structure, Space and Environment

This course is designed to develop fundamental studio skills and an understanding of visual thought processes. Emphasis is placed on concepts, contemporary art and theory, and a wide variety of materials and aesthetic categories including drawing, collage, photography and photographic transfers, sculptural construction and installation. Students investigate the ways in which visual thinking can be used to realize an awareness of the world outside oneself. Through the themes of *space* and *the world*, the course exposes students to the visual languages of both abstraction and representation, and emphasize the honing of perceptions, the process of selection, organization, and the seemingly constant revision and decision making involved in art making. Over the semester, we define the *world* in many ways, but most generally the term describes that which is not the self. The foundation courses are recommended as a basis for all other studio art courses. Typically offered both semesters.

(formerly listed as SA 102)

3 credits

SA 12 Foundation: Drawing

This course focuses on the act of seeing and its intimate connection with mark-making. Experiences are designed to develop observational, expressive and conceptual skills. Students explore the formal elements of drawing, such as line, value, composition, and form, and how they can be used to express an awareness of one's self and of the world around one. A variety of materials and processes are explored through in and out-of-class projects. Students participate in critiques of these projects and, through writing and speaking, develop a language of aesthetic awareness and a sense of artistic quality. Typically offered both semesters.

(formerly listed as SA 120)

3 credits

SA 13 Foundation: Figure Drawing

This course is an introduction to drawing from the human figure using a wide variety of media and techniques. Emphasis is placed on understanding, interpretation and expressive use of the figure in contemporary studio practice. Proportion and form are discovered through line, value, perspective, anatomical studies, and analysis of structure. Students participate in critiques of their projects and, through writing and speaking, develop a language of aesthetic awareness and a sense of artistic quality. Typically offered fall semester.

(formerly listed as SA 111)

3 credits

CONCEPT EXPLORATION ELECTIVES**SA 105 Color Workshop**

This course is an investigation of fundamental color theory through studio projects using contemporary and art historical references. Students focus on the development and exploration of ideas using a variety of color media. Students study the practical mixing and application of pigments. Perception, visual awareness, sensitivity, attitude, and judgment are all stressed. Typically offered fall semester.

(formerly listed as SA 110)

3 credits

SA 106 Painterly Prints

A painterly approach to the intaglio process through collagraphs, large-scale color monotypes, and collage. Growth of imagery and technique as well as an emphasis on context is encouraged through the medium. Typically offered every other spring semester.

(formerly listed as SA 112)

3 credits

SA 107 Special Workshop Studios

This course focuses on diversity in contemporary studio practice through the unique approaches of individual visiting artists. Projects, lectures, and critiques are scheduled.

(formerly listed as SA 225)

3 credits

NOTE: To enroll in any studio art course numbered SA 130 or higher, students are advised to complete at least one of the introductory courses: SA 10, 11, 12, or 13.

ADVANCED STUDIOS**FIRST LEVEL****SA 130 Painting I**

This course is an introduction to the methods, techniques, and language of oil painting. Students explore principles of color, construction, paint handling, delineation of form and space, light and shadow, surface, texture, and composition. Students paint primarily from observation and employ both representational and abstract modes. Materials and historical concerns are integral parts of directed and individual investigations. SA 12 is highly recommended as a basis for this course. Typically offered both semesters.

(formerly listed as SA 121)

3 credits

SA 132 Sculpture I

An introduction to three-dimensional form and space. A broad-spectrum studio encompassing the diversity of contemporary sculptural activities, including objects, installations, and site work. Specific concepts presented by the instructor are investigated using a variety of materials including wood, metal, plaster, clay, cement, screening, plastics, and fabric. Either SA 10 or SA 11 is highly recommended as a basis for this course. Typically offered both semesters. (formerly listed as SA 123)

3 credits

SA 133 Photography I

Basic techniques of black-and-white photography, including negative exposure, film development and print production. Development of concepts and theory in photography; relationship of photography to other visual media and study of both historical and contemporary precedents. Either SA 10 or SA 11 is highly recommended as a basis for this course. Typically offered both semesters.

(formerly listed as SA 124)

3 credits

SECOND LEVEL**SA 232 Sculpture II**

This course builds on the experience of Sculpture I and stresses the advanced development of technical and expressive skills. Focus is on the generation of ideas as a central component in sculpture. Individual direction is developed in consultation with the instructor. Individual and group criticism. Typically offered spring semester. (Prerequisite: SA 132)

(formerly listed as SA 223)

3 credits

SA 233 Photography II

This course is designed to build upon the fundamentals of black-and-white photography. Advanced exposure controls are covered as well as an introduction to shooting color transparencies and exploration of mural-size format and mixed media techniques. Emphasis is given to the generation of ideas as the central component in the process of photography. Typically offered spring semester. (Prerequisite: SA 133)

(formerly listed as SA 224)

3 credits

SA 235 Advanced Drawing

This course builds upon the experience of Foundation: Drawing and stresses advanced development of skills. Focus is on the generation of ideas as a central component in the process of drawing. Emphasis is on individual direction and inventive drawing through studio projects developed in consultation with the instructor. Individual and group criticism. Typically offered spring semester. (Prerequisite: SA 12) (formerly listed as SA 220) *3 credits*

SPECIAL TOPICS ELECTIVES**SA 302 Independent Study**

By arrangement with studio faculty, juniors and seniors may choose to work independently on specific studio projects. Progress is reviewed through individual critiques. Readings and discussions of contemporary and art historical issues are a regular part of the course. Independent studies must be finalized with the studio program director by the midpoint of the preceding semester. *3 credits*

SA 304 Studio Internships

An opportunity for students who have completed at least three studio courses and whose academic work has prepared them for professional work related to the major. With faculty sponsorship and departmental approval, students may design internships as studio assistants to professional artists or work in museums, galleries, or professional print shops in the metropolitan and regional areas. Internships are developed by the student in consultation with the supervising professor. Internships must be finalized with the studio program director by the midpoint of the preceding semester. *3 credits*

III. NEW MEDIA, FILM, TELEVISION AND RADIO

Program Director: James Mayzik, S.J.

The New Media Film, Television and Radio Minor provides a coherent awareness of the aesthetic, artistic and communicative power of these varied media by offering courses in theory, history, genres, styles and structures with hands-on production courses. The program curriculum reflects the convergence of traditional media of film, television and radio into a new media of creative possibilities. Students learn the theory and collaborative practice of all aspects of visual storytelling: writing, moving image design, producing, directing, cinematography, sound design, digital imaging, and editing. We want our students to understand the expressive power of these media, and to experiment with their own creative voice, engaging their imagination and intellect with the tools of these crafts. Many of our faculty come from the ranks of working professionals, ensuring that information transmitted in the classroom is at the cutting edge of the field.

New Media courses focus on new digital technologies as they relate to the sound and moving image of film, television and video. Nonlinear narrative theory and technique, computer graphics, 2-D and 3-D animation, multimedia network communications, CD-ROM and DVD production are featured.

Film track courses survey the origins and development of motion picture art, analyze periods, genres and styles of filmmaking, and offer hands-on experience of film production technique. In the production courses, students are introduced to the collaborative, creative process of filmmaking, with an emphasis on storytelling through a broad spectrum of aesthetic approaches. Student films produced in the production courses are showcased in a campus film festival, and are web streamed over the university web page.

Television track courses survey the technological and stylistic history of the medium; the particular visual and audio language of television texts; the genres, narrative and generic conventions of television; and hands-on production experience designed to teach skills in studio and remote television production. In the production courses, students produce programs of a variety of familiar genres but are encouraged to push the creative boundaries of the medium. Student programs are aired on a regular nightly schedule on the HAM Channel, the student broadcast TV station, and are web-streamed.

Radio track courses survey the programmatic and technical development of the medium; sound development and recording techniques; and broadcast production and management. Production courses contribute programming to WVOF, the university FM station, and to its web streaming address.

Program Detail

The program includes six courses, or 18 credits.

I. Foundational Course (three credits)

TL 100 Introduction to the Visual Arts of
New Media Film, Television & Radio

Beyond TL 100, students are required to complete a choice of five courses within the Film, Television or Radio tracks:

II. Film History/Theory or Television History/Theory or Radio History/Theory

At least two required courses, six credits—and no more than nine credits—in the chosen track:

Film Track

FM 101 Art of Film
FM 102 Filmmaker Studies
FM 103 American Decades
FM 104 World Cinema
FM 110 Special Topics in Film

Television Track

TL 101 Art and Language of Television
TL 102 Television Drama
TL 103 Documentary Television
TL 104 Television Comedy
TL 105 Directing for Film and Television
TL 106 Art of Editing
TL 110 Special Topics in Television

Radio Track

RA 101 Art and Language of Radio
RA 102 Radio Drama
RA 103 Documentary Radio
RA 110 Special Topics in Radio

III. New Media Film, Television or Radio Production

Two required courses, six credits—in the chosen track:

FM 130 Filmmaking I
FM 131 Nonlinear Editing
EM 132 Performance for Camera
FM 230 Filmmaking II
FM 231 Film Internship
TL 130 HAM Television Production I
TL 131 Digital Graphics for Film and Television
TL 230 HAM Television Production II
TL 231 Television Internship
RA 130 Radio Production I
RA 230 Radio Production II
RA 231 Radio Internship

IV. One Elective Course

An additional (sixth) course, from either the History/Theory or the Production areas, completes the six course requirements for the minor.

With the approval of the Director, students may 'cross track' to take courses in which they are particularly interested.

PROGRAM SUMMARY

TL 100 Intro to Visual Arts	
Film, TV & Radio	1 course (3 credits)
Film/TV/Radio History/Theory	2 courses (6 credits)
Film/TV/Radio Production	2 courses (6 credits)
Elective	1 course (3 credits)
(either History/Theory or Production)	
TOTAL	6 courses (18 Credits)

FM 103 American Decades (H)

This course focuses on alternating decades in the first 100 years of American film. Hollywood and independent films are analyzed with respect to genres, styles, acting, and their relationship to American history and culture. The course fulfills a history requirement of the Visual and Performing Arts core requirements. *3 credits*

FM 104 World Cinema (H)

A historical and critical survey of film from world nations, such as French new wave films by filmmakers like Truffaut, Godard and Chabrol; German cinema including Fassbinder, Wenders, Herzog and von Trotta; Japanese films of Kinugasa, Mizoguchi, Ozu, and Kurosawa, Yanagimichi, and Itami are studied. Films from Italy, China, Russia and third world countries are studied within the cultural, historical, and political environment of their time. The course fulfills a history requirement of the Visual and Performing Arts core requirements. *3 credits*

FM 110 Special Topics in Film (H)

Courses in this area cover a range of topics—genres or themes such as film noir, the horror film, the musical, documentary film, the Western—and are offered on a rotating basis each semester. This course fulfills a history requirement of the Visual and Performing Arts core requirements. *3 credits*

TL 102 Television Drama (H)

The history of dramatic form in the television medium, including early teleplays, the development of the dramatic series, the soap opera, and narrative films for television, is studied. The course covers the unique characteristics of the medium as it applies to drama, the special qualifications and pressures applied to drama for broadcast consumption, and the staging and aesthetic differences between drama for film and drama for television, e.g. different directing and acting technique. The course treats television drama as a viable and substantive genre, not simply a form of popular entertainment. This course fulfills a **history** requirement of the Visual and Performing Arts core requirements, and a history/theory requirement for the television track of the minor. *3 credits*

TL 104 Television Comedy (H)

Television comedy has its roots and parallels in theater, radio and film, and this course traces the development of the comedic form from the early days of television to the present. Topics include the development of the three-camera format for sitcoms, the rise and fall of variety formats, comedic casts. British imports, late night entertainment, and political comedy. Scripting, camera, lighting and editing techniques are analyzed. The course fulfills a history requirement of the Visual and Performing Arts core requirements, and a history/theory requirement for the television track of the minor. *3 credits*

Gain credit for non-college learning:

- CLEP (College Level Examination Program)
 - Excelsior Examination
 - Portfolio for Life
 - Experience Learning
-

Student Support Seminars available free of charge!

- RM 51 Taking Effective Lecture Notes
 - RM 52 Developing Exam Strategies
 - RM 55 Credit for Life Experience
-

Women's Studies

Directors: Sally O'Driscoll, Ph.D.
Rose Rodrigues, Ph.D.

Women's Studies is an interdisciplinary program that focuses on two levels of inquiry, the theoretical and the experiential. Women's Studies demonstrates the ways in which cultural assumptions about gender influence the development of personal identity and public roles that consequently affect all social and political structures. By examining women's contributions in such fields as social science, natural science, the arts, business and literature, the goal of the Women's Studies minor is to explore the experience of women of all cultures and socioeconomic backgrounds. The program allows female and male students to focus on issues of diversity and alternative perspectives.

The 18-credit minor in Women's Studies requires completion of:

1. Five courses, three of which must be gender-focused, and two others, which may be gender-focused or gender-component courses.
2. Women's Studies Capstone Seminar, WS 301.
To be taken after completion of other courses.

Courses must be chosen from a variety of fields and disciplines. At least one of the five courses must deal with issues of race, class and ethnicity as well as gender.

A list of gender-focused and gender-component courses is available from the Program Director.

Courses taken to fulfill Arts and Sciences core requirements may be used to fulfill requirements for the minor with the permission of the director of the minor program.



WS 101 Women: The Second Sex?

This is an introductory course that explores fundamental issues in feminism through the lens of various academic disciplines.

3 credits

WS 301 Women's Studies Capstone Seminar

This is the final course in the minor sequence, to be taken in the student's junior or senior year after the other five courses have been completed. The goal of this course is to integrate feminist approaches across the disciplines, emphasizing the relationship between theory and practice. Students undertake an independent project (either research or a community-based project or internship), which will culminate in a major paper. Open to seniors only, or juniors with the permission of the program director.

3 credits

BUSINESS

Majors & Course Descriptions

Charles F. Dolan School of Business

Dean: Norman A. Solomon, Ph.D.

Students in the Charles F. Dolan School of Business take the general education core curriculum required of all undergraduate students, thus ensuring their receiving a broad knowledge of the humanities, mathematics, social sciences, and natural sciences. In addition, students take a business core curriculum of subjects which provide an introduction to the fields of accounting, statistics, legal environment of business, business ethics, computer-based information systems, as well as a unique, three-course sequence emphasizing the important elements and the interdisciplinary relationships of organizational behavior, production and operations, finance, marketing and international business with emphasis on policy and strategic development, particularly in the international setting. The courses create an understanding of the interrelationships of the functional areas in the management of the firm.

The balance of the program will depend on the major — accounting, finance, information systems, management, marketing, or international business in the International Studies program — but in every case, it will be a tailor-made program designed jointly by the student and a faculty advisor. Minors are available to all students in the University in: finance, information systems, management, marketing, international business, business law and ethics, and operations management. All members of the business faculty have substantial business experience, which makes them invaluable guides in the choice of a course of study that will further the student's specific career goals. The combination of the general education and business cores with the courses within the major areas of study facilitate the student's development of a flexibility of mind which is an invaluable asset for the executive.

Students are motivated to continue to grow intellectually and be prepared for graduate study. A broad perspective of society and the proper role of business based upon an appropriate set of moral values is emphasized. In consultation with faculty, each student follows an approved curriculum which reflects an integrated approach to the study of modern management as well as the student's own career objectives.



Students may transfer from the College of Arts and Sciences, School of Nursing, or School of Continuing Education into the Dolan School of Business if their overall grade point average is 2.80 or better.

General Information

Business Academic Programs

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Major Areas of Study

ACCOUNTING

Rosalie McDevitt, MBA, CPA, program director

Accounting majors will take courses that will qualify them to take the Certified Public Accountant (CPA) exam. They also may take courses appropriate for careers in private accounting, internal auditing, government and not-for-profit accounting. Many students find that undergraduate studies in accounting are excellent preparation for a wide range of corporate positions.

FINANCE

Gregory Koutmas, PhD, program director

Finance majors will study the theory and practice of financial management. Additionally, they will analyze actual case histories of the financial operations of several different companies. The courses included in this major area prepare students to enter into financial management positions with either corporate or governmental organizations.

INFORMATION SYSTEMS

R. Keith Martin, PhD, program director

Information Systems majors will study, in this computer-based program, the analysis, design, development, and management of information systems in organizations. They will develop an understanding of the needs of information, its use in the decision making process, and the procedures by which information is provided to management.

MANAGEMENT

Lucy Katz, JD, program director

Management majors will study both the theory and the practice of management. Emphasis is given to the nature of the management function and to the behavioral, social, and environmental factors which influence effective organization and managerial performance. Research efforts in the field are examined to develop fundamental principles and concepts which can serve as a rational basis for managerial action.

MARKETING

Arjun Chaudhuri, PhD, program director

Marketing majors will study the theory and practice of the flow of goods and services from producer to consumer. In a sense, it is the most humanistic of the business majors; it requires students to understand consumer behavior, the motivation of sales personnel, the impact of advertising and communication on the potential consumer, the characteristics of consumers, the cultures involved in international marketing, and market research techniques.

Fast-Track to MBA Program

See Bachelor of Professional Studies on page 27.

Minor Areas of Study

Minor in General Business

BU 100, 200, and any three courses in Business.

Minor in Business Law, Regulation and Ethics

BU 11, AE 291, BU/AE 391.

Three courses from the following,
no more than two from each group.

Group 1 – BU 220, 311, 312, 320, 325, 330, 340,
350, 360

Group 2 – AE 281, 282, 284, 295, 384

Minor in Finance

AC 11, BU 100 or IL 101 and FI 210, 215, and
two other finance courses from FI 200, FI 220,
FI 240, FI 310, FI 315.

Minor in Information Systems

IS 30, IS 230, BU 100 or IL 101, IS 310, and two
IS electives.

Minor in Management

BU 100 or IL 101, and MG 235, 240
and two 300 level management course.

Minor in Marketing

MK 211, 212, 311. Two marketing electives.
Students from the College of Arts and Sciences
should note that MA 17 is a prerequisite for MK 320.
MA 17 may be substituted for one of the electives at
the discretion of the area coordinator.

Minor in Accounting

AC 11, AC 12, AC 203, AC 204
and one 300-level accounting elective course.

Minor in Operations Management

BU 100, 200; MG 210, 225

One course from accounting or business law or
finance or information systems or international
business or management or marketing or MG 397-
398.

School of Continuing Education Core Curriculum for Business Majors

	Fairfield University	Transfer		Fairfield University	Transfer
HUMANITIES (12 courses)			MATH & SCIENCE (4 courses)		
English 11	<input type="checkbox"/>	<input type="checkbox"/>	<i>1 Math & 1 Science required:</i>		
English 12	<input type="checkbox"/>	<input type="checkbox"/>	Biology	<input type="checkbox"/>	<input type="checkbox"/>
Ethics (AE 291)	<input type="checkbox"/>	<input type="checkbox"/>	Chemistry	<input type="checkbox"/>	<input type="checkbox"/>
History 30	<input type="checkbox"/>	<input type="checkbox"/>	Physics	<input type="checkbox"/>	<input type="checkbox"/>
History	<input type="checkbox"/>	<input type="checkbox"/>	*Math 17	<input type="checkbox"/>	<input type="checkbox"/>
Philosophy	<input type="checkbox"/>	<input type="checkbox"/>	*Math 19	<input type="checkbox"/>	<input type="checkbox"/>
Religious Studies	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
Visual & Performing Arts	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
Visual & Performing Arts Lecture	<input type="checkbox"/>	<input type="checkbox"/>			
			* Required		
Humanities Electives:			BUSINESS CORE		
1. _____	<input type="checkbox"/>	<input type="checkbox"/>	AC 11	<input type="checkbox"/>	<input type="checkbox"/>
2. _____	<input type="checkbox"/>	<input type="checkbox"/>	AC 12	<input type="checkbox"/>	<input type="checkbox"/>
3. _____	<input type="checkbox"/>	<input type="checkbox"/>	BU 11	<input type="checkbox"/>	<input type="checkbox"/>
			IS 100	<input type="checkbox"/>	<input type="checkbox"/>
			BU 100 (4)	<input type="checkbox"/>	<input type="checkbox"/>
			BU 200 (4)	<input type="checkbox"/>	<input type="checkbox"/>
			BU 225	<input type="checkbox"/>	<input type="checkbox"/>
			BU 300 (4)	<input type="checkbox"/>	<input type="checkbox"/>
			CS (133 or higher)	<input type="checkbox"/>	<input type="checkbox"/>
			OR		
			MA 121 or MA 27 or 217	<input type="checkbox"/>	<input type="checkbox"/>

REQUIRED: 1 US Diversity course
1 World Diversity course

Curriculum Guide

Accounting

	Fairfield University	Transfer		Fairfield University	Transfer
BUSINESS CORE			BUSINESS ELECTIVE		
(9 courses/30 credits)			1. _____	<input type="checkbox"/>	<input type="checkbox"/>
AC 11 Prin. of Acct. I	<input type="checkbox"/>	<input type="checkbox"/>	FREE ELECTIVES		
AC 12 Prin. of Acct. II	<input type="checkbox"/>	<input type="checkbox"/>	1. _____	<input type="checkbox"/>	<input type="checkbox"/>
BU 11 Legal Env. Bus.	<input type="checkbox"/>	<input type="checkbox"/>	2. _____	<input type="checkbox"/>	<input type="checkbox"/>
IS 100 Intro to Comp.	<input type="checkbox"/>	<input type="checkbox"/>	3. _____	<input type="checkbox"/>	<input type="checkbox"/>
BU 100 Decision Mkg. (4)	<input type="checkbox"/>	<input type="checkbox"/>	4. _____	<input type="checkbox"/>	<input type="checkbox"/>
BU 200 Comp Advan. (4)	<input type="checkbox"/>	<input type="checkbox"/>			
BU 225 Bus. Processes	<input type="checkbox"/>	<input type="checkbox"/>			
BU 300 Bus. Glob. Env. (4)	<input type="checkbox"/>	<input type="checkbox"/>			
CS 133 (or higher)	<input type="checkbox"/>	<input type="checkbox"/>			
OR					
MA 121 or MA 27 or 217 (3)	<input type="checkbox"/>	<input type="checkbox"/>			
MAJOR					
(6 courses)					
AC 203 Interm. Acct. I	<input type="checkbox"/>	<input type="checkbox"/>			
AC 204 Interm. Acct. II	<input type="checkbox"/>	<input type="checkbox"/>			
AC 310 Advanced Acct.	<input type="checkbox"/>	<input type="checkbox"/>			
AC 320 Cost Accounting	<input type="checkbox"/>	<input type="checkbox"/>			
AC 330 Auditing	<input type="checkbox"/>	<input type="checkbox"/>			
AC 343 Fed. Income Tax.	<input type="checkbox"/>	<input type="checkbox"/>			

MINIMUM 2.5 GPA REQUIRED
IN ACCOUNTING MAJOR

Curriculum Guide

Finance

	Fairfield University	Transfer		Fairfield University	Transfer
BUSINESS CORE					
AC 11 Prin. of Acct. I	<input type="checkbox"/>	<input type="checkbox"/>	2 MAJOR ELECTIVES		
AC 12 Prin. of Acct. II	<input type="checkbox"/>	<input type="checkbox"/>	1. FI _____	<input type="checkbox"/>	<input type="checkbox"/>
BU 11 Legal Env. Bus.	<input type="checkbox"/>	<input type="checkbox"/>	2. FI _____	<input type="checkbox"/>	<input type="checkbox"/>
IS 100 Intro to Comp.	<input type="checkbox"/>	<input type="checkbox"/>			
BU 100 Decision Mkg (4)	<input type="checkbox"/>	<input type="checkbox"/>	1 BUSINESS ELECTIVE		
BU 200 Comp Advan. (4)	<input type="checkbox"/>	<input type="checkbox"/>	1. _____	<input type="checkbox"/>	<input type="checkbox"/>
BU 225 Bus. Processes	<input type="checkbox"/>	<input type="checkbox"/>			
BU 300 Bus. Glob. Env. (4)	<input type="checkbox"/>	<input type="checkbox"/>	FREE ELECTIVES		
CS 133 (or higher)	<input type="checkbox"/>	<input type="checkbox"/>	1. _____	<input type="checkbox"/>	<input type="checkbox"/>
OR			2. _____	<input type="checkbox"/>	<input type="checkbox"/>
MA 121 or MA 27 or 217	<input type="checkbox"/>	<input type="checkbox"/>	3. _____	<input type="checkbox"/>	<input type="checkbox"/>
			4. _____	<input type="checkbox"/>	<input type="checkbox"/>
MAJOR					
(6 courses)					
4 required courses					
AC 203 Interm. Acct. I	<input type="checkbox"/>	<input type="checkbox"/>			
FI 210 Prin. of Investments	<input type="checkbox"/>	<input type="checkbox"/>			
FI 215 Fin. Management	<input type="checkbox"/>	<input type="checkbox"/>			
FI 330 Case Studies in Fin.	<input type="checkbox"/>	<input type="checkbox"/>			

Curriculum Guide

Information Systems & Operations Management

	Fairfield University	Transfer		Fairfield University	Transfer
BUSINESS CORE			2 MAJOR ELECTIVES		
AC 11 Prin. of Acct. I	<input type="checkbox"/>	<input type="checkbox"/>	1. IS/OM _____	<input type="checkbox"/>	<input type="checkbox"/>
AC 12 Prin. of Acct. II	<input type="checkbox"/>	<input type="checkbox"/>	2. IS/OM _____	<input type="checkbox"/>	<input type="checkbox"/>
BU 11 Legal Env. Bus.	<input type="checkbox"/>	<input type="checkbox"/>	1 BUSINESS ELECTIVE		
IS 100 Intro to Comp.	<input type="checkbox"/>	<input type="checkbox"/>	1. _____	<input type="checkbox"/>	<input type="checkbox"/>
BU 100 Decision Mkg (4)	<input type="checkbox"/>	<input type="checkbox"/>	FREE ELECTIVES		
BU 200 Comp Advan. (4)	<input type="checkbox"/>	<input type="checkbox"/>	1. _____	<input type="checkbox"/>	<input type="checkbox"/>
BU 225 Bus. Processes	<input type="checkbox"/>	<input type="checkbox"/>	2. _____	<input type="checkbox"/>	<input type="checkbox"/>
BU 300 Bus. Glob. Env. (4)	<input type="checkbox"/>	<input type="checkbox"/>	3. _____	<input type="checkbox"/>	<input type="checkbox"/>
CS 133 (or higher)	<input type="checkbox"/>	<input type="checkbox"/>	4. _____	<input type="checkbox"/>	<input type="checkbox"/>
OR					
MA 121 or MA 27 or 217	<input type="checkbox"/>	<input type="checkbox"/>			
MAJOR					
(6 courses)					
4 required courses					
IS 230 Info Sys & Op Mgmt	<input type="checkbox"/>	<input type="checkbox"/>			
IS 240 Systems Design	<input type="checkbox"/>	<input type="checkbox"/>			
IS 310 Systems in Orgs.	<input type="checkbox"/>	<input type="checkbox"/>			
IS 395 Systems Project	<input type="checkbox"/>	<input type="checkbox"/>			

Curriculum Guides

Management

	Fairfield University	Transfer		Fairfield University	Transfer
BUSINESS CORE			TRACK - A		
(30 credits)			BUSINESS & SOCIETY TRACK		
AC 11 Prin. of Acct. I	<input type="checkbox"/>	<input type="checkbox"/>	(3 courses)		
AC 12 Prin. of Acct. II	<input type="checkbox"/>	<input type="checkbox"/>	MG 240 Lead. & Mng.		
BU 11 Legal Env. Bus.	<input type="checkbox"/>	<input type="checkbox"/>	People for 21st Century	<input type="checkbox"/>	<input type="checkbox"/>
IS 100 Intro to Comp.	<input type="checkbox"/>	<input type="checkbox"/>	MG 235 Mng. Human Res.		
BU 100 Decision Mkg (4)	<input type="checkbox"/>	<input type="checkbox"/>	for Comp. Adv.	<input type="checkbox"/>	<input type="checkbox"/>
BU 200 Comp. Advan. (4)	<input type="checkbox"/>	<input type="checkbox"/>	MG 340, MG 345		
BU 225 Bus. Processes	<input type="checkbox"/>	<input type="checkbox"/>	Act. Lrn. Mod.	<input type="checkbox"/>	<input type="checkbox"/>
BU 300 Bus. Glob. Env. (4)	<input type="checkbox"/>	<input type="checkbox"/>			
CS 133 (or higher)	<input type="checkbox"/>	<input type="checkbox"/>			
OR			BUSINESS & SOCIETY ELECTIVES		
MA 121 or MA 27 or 217	<input type="checkbox"/>	<input type="checkbox"/>	(3 courses)		
			1. _____	<input type="checkbox"/>	<input type="checkbox"/>
FREE ELECTIVES			2. _____	<input type="checkbox"/>	<input type="checkbox"/>
1. _____	<input type="checkbox"/>	<input type="checkbox"/>	3. _____	<input type="checkbox"/>	<input type="checkbox"/>
2. _____	<input type="checkbox"/>	<input type="checkbox"/>	AE/BU 391, BU 120, BU 220,		
3. _____	<input type="checkbox"/>	<input type="checkbox"/>	BU 325, BU 320, MG 301, MG 320		
4. _____	<input type="checkbox"/>	<input type="checkbox"/>			
			BUSINESS ELECTIVE		
			1. _____	<input type="checkbox"/>	<input type="checkbox"/>

Curriculum Guides

Management

Fairfield
University Transfer

Fairfield
University Transfer

TRACK - B**GENERAL MANAGEMENT TRACK**

(3 courses)

MG 240 Lead. & Mng.

People for 21st Century ☐ ☐

MG 235 Mng. Human Res.

for Comp. Adv. ☐ ☐

MG 340, MG 345

Act. Lrn. Mod. ☐ ☐

BUSINESS & SOCIETY ELECTIVE

(1 course)

1. _____ ☐ ☐

AE/BU 391, BU 220, MG 320,

BU 325, BU 320, MG 301

HUMAN RESOURCES ELECTIVE

(1 course)

1. _____ ☐ ☐

MG 3xx, MG 370,

MG 302, MG 300

MANAGEMENT ELECTIVE

(1 course)

1. _____ ☐ ☐

BUSINESS ELECTIVES

1. _____ ☐ ☐

2. _____ ☐ ☐

TRACK - C**HUMAN RESOURCES TRACK**

(3 courses)

MG 240 Lead. & Mng.

People for 21st Century ☐ ☐

MG 235 Mng. Human Res.

for Comp. Adv. ☐ ☐

MG 340, MG 345

Act. Lrn. Mod. ☐ ☐

BUSINESS & SOCIETY ELECTIVES

(1 course)

1. _____ ☐ ☐

BU 320, BU 325,

MG 300, MG 320, MG 350, MG 355

HUMAN RESOURCES ELECTIVES

(2 courses)

1. _____ ☐ ☐

2. _____ ☐ ☐

MG 370, MG 302, MG 380

BUSINESS ELECTIVE

1. _____ ☐ ☐

Curriculum Guides

Marketing

	Fairfield University	Transfer		Fairfield University	Transfer
BUSINESS CORE			TRACK - A		
(30 credits)			GENERAL MARKETING TRACK		
AC 11 Prin. of Acct. I	<input type="checkbox"/>	<input type="checkbox"/>	(4 required courses)		
AC 12 Prin. of Acct. II	<input type="checkbox"/>	<input type="checkbox"/>	MK 211 Strat. Markt. Pl.	<input type="checkbox"/>	<input type="checkbox"/>
BU 11 Legal Env. Bus.	<input type="checkbox"/>	<input type="checkbox"/>	MK 212 Consumer Behvr.	<input type="checkbox"/>	<input type="checkbox"/>
IS 100 Intro to Comp.	<input type="checkbox"/>	<input type="checkbox"/>	MK 311 Mrkt. Research	<input type="checkbox"/>	<input type="checkbox"/>
BU 100 Decision Mkg (4)	<input type="checkbox"/>	<input type="checkbox"/>	MK 312 Intn'l Mrkt.	<input type="checkbox"/>	<input type="checkbox"/>
BU 200 Comp. Advan. (4)	<input type="checkbox"/>	<input type="checkbox"/>			
BU 225 Bus. Processes	<input type="checkbox"/>	<input type="checkbox"/>	MAJOR ELECTIVES		
BU 300 Bus. Glob. Env. (4)	<input type="checkbox"/>	<input type="checkbox"/>	1. _____	<input type="checkbox"/>	<input type="checkbox"/>
CS 133 (or higher)	<input type="checkbox"/>	<input type="checkbox"/>	2. _____	<input type="checkbox"/>	<input type="checkbox"/>
OR			MK 221, MK 321, MK 322,		
MA 121 or MA 27 or 217 (3)	<input type="checkbox"/>	<input type="checkbox"/>	MK 231, MK 331, MK 332,		
			MK 241, MK 341, MK 342		
BUSINESS ELECTIVE					
1. _____	<input type="checkbox"/>	<input type="checkbox"/>			
FREE ELECTIVES					
1. _____	<input type="checkbox"/>	<input type="checkbox"/>			
2. _____	<input type="checkbox"/>	<input type="checkbox"/>			
3. _____	<input type="checkbox"/>	<input type="checkbox"/>			
4. _____	<input type="checkbox"/>	<input type="checkbox"/>			

Curriculum Guides

Marketing

Fairfield
University Transfer

Fairfield
University Transfer

TRACK - B**INTEGRATED MARKETING
COMMUNICATIONS TRACK**

(4 required courses)

MK 211 Strat. Markt. Pl.	<input type="checkbox"/>	<input type="checkbox"/>
MK 212 Consumer Behvr.	<input type="checkbox"/>	<input type="checkbox"/>
MK 311 Mrkt. Research	<input type="checkbox"/>	<input type="checkbox"/>
MK 312 Intn'l Mrkt.	<input type="checkbox"/>	<input type="checkbox"/>

MAJOR ELECTIVES

1. _____	<input type="checkbox"/>	<input type="checkbox"/>
2. _____	<input type="checkbox"/>	<input type="checkbox"/>

MK 221, MK 322, MK 331

TRACK - C**RELATIONSHIP MARKETING TRACK**

(4 required courses)

MK 211 Strat. Markt. Pl.	<input type="checkbox"/>	<input type="checkbox"/>
MK 212 Consumer Behvr.	<input type="checkbox"/>	<input type="checkbox"/>
MK 311 Mrkt. Research	<input type="checkbox"/>	<input type="checkbox"/>
MK 312 Intn'l Mrkt.	<input type="checkbox"/>	<input type="checkbox"/>

MAJOR ELECTIVES

1. _____	<input type="checkbox"/>	<input type="checkbox"/>
2. _____	<input type="checkbox"/>	<input type="checkbox"/>

MK 221, MK 321, MK 322

Course Descriptions

Accounting

The following courses are usually offered through the School of Continuing Education.

AC 11 Introduction to Financial Accounting

Accounting has been called the "language of business." This course is designed to help students learn to speak this language by providing an introduction to the concepts and uses of financial accounting information in a business environment. The areas covered include measurement and valuation of assets and liabilities, the determination of net income and the preparation and analysis of basic financial statements.

3 credits

AC 12 Introduction to Management Accounting

Management accounting provides the information which is necessary to support managers' decisions. Relevant areas in the course will include cost flows, product costing, forecasting, budgeting, and current management accounting concepts. Various skills valued by business managers will be included in the course. A minimum combined cumulative grade point average of 2.50 in AC 11 and AC 12 must be attained in order to take AC 203. (Prerequisite: AC 11.)

3 credits

AC 203 Intermediate Accounting I

This course emphasizes accounting theory and concepts and the presentation of financial statements in conformity with generally accepted accounting principles. The student is presented with the various accounting procedures and valuations associated with the presentation and communication of financial information. (Prerequisite: AC 12 with a minimum cumulative grade point average in AC 11 and AC 12 of 2.50.)

3 credits

AC 204 Intermediate Accounting II

This course is a continuation of AC 203. The student covers such complex topics as pension plans, accounting for income taxes, lease transactions, dilutive securities and earnings per share and corporate investments. (Prerequisite: AC 203 with a minimum grade of C— and a 2.50 cumulative, grade point average in AC 11 and AC 12.)

3 credits

AC 310 Advanced Accounting

This course examines advanced areas in accounting theory and practice. Areas which will be examined include accounting for consolidated business activity and other business combinations, partnership formation and liquidation, bankruptcy, international accounting and reporting, foreign statement translation, the Securities Exchange Commission and other related topics. (Prerequisites: AC 204, a combined minimum cumulative grade point average of 2.50 in AC 203 and AC 204, and a 2.50 cumulative grade point average in all accounting courses taken in the program.)

3 credits

AC 320 Cost Accounting

This course is concerned with the planning and control function of internal management in their decision-making capacity. The student should develop an understanding of the accumulation of product costs, behavior and allocation of costs, elements of forecasting and budget preparation, capital budgeting, and evaluation of segments through responsibility accounting. (Prerequisites: AC 203 and permission of the Area Coordinator or AC 204 and a combined cumulative grade point average of 2.50 in AC 203 and AC 204.)

3 credits

AC 330 Auditing

Auditors play an important role in society by lending credibility in financial accounting information. This course provides an introduction to the audit of financial statements by independent certified public accountants with an emphasis on auditing concepts and the underlying rationale for audit procedures. The course begins with audit planning, risk assessment, sampling, evidence evaluation, and performance of an audit and proceeds by exploring the professional and legal environment within which auditors operate. (Prerequisites: Senior standing, AC 204, a 2.50 cumulative quality point average in all accounting courses taken in the program, and a combined minimum cumulative grade point average of 2.50 in AC 203 and AC 204.)

3 credits

AC 343 Federal Income Taxation I

This course introduces students to income tax, adjusted gross income, deductions from adjusted gross income, itemized deductions, property transactions, filing status and exemptions, passive activity losses, tax credits and tax computations. Tax compliance and preparation considerations for individuals will also receive attention. (Prerequisites: Senior standing, AC 204, a 2.50 cumulative grade point average in all accounting courses taken in the program and a combined minimum cumulative grade point average of 2.50 in AC 203 and AC 204.)

3 credits

AC 345 Federal Income Taxation II

This course continues the study of taxation begun in AC 343 Federal Taxation I. The topics will include formation of the corporate distributions, liquidations, reorganization. Personal Holding Companies, Subchapter S Corporations and Partnerships will also receive attention. Tax return preparation and compliance as well as research and planning will be integrated throughout the courses. (Prerequisite: Senior standing, AC 343, a 2.50 cumulative grade point average in all accounting courses taken in the program and a combined minimum cumulative grade point average of 2.50 in AC 203 and AC 204.)

3 credits

AC 350 Controllershship

This course provides an in-depth understanding of the controller's role and responsibilities. The course material covers planning for control, accounting reports and interpretations, tax administration and government reporting. (Prerequisites: AC 204, a 2.50 cumulative grade point average in all courses taken in the accounting program and a 2.50 combined cumulative grade point average in AC 203 and AC 204.)

3 credits

AC 365 Accounting Information Systems

This course analyzes the methods used to capture, process, and communicate accounting information in a modern business enterprise. Students learn to document business transaction cycles using data flow diagrams and flowcharts. They analyze the accounting information system, identify weaknesses, and recommend improvements to internal control. Students process accounting information through a modern database management application program such as a general ledger package or an enterprise resource planning system. (Prerequisite: AC 12.) *3 credits*

Business Ethics**AE 291 Ethics in Business Management**

An investigation of ethical problems in business practice. Topics include personal morality in profit-oriented enterprises; codes of ethics: obligations to employees and other stakeholders; truth in advertising, whistle-blowing and company loyalty; regulation, self and government; the logic and future of capitalism. Junior standing. *3 credits*

Business Law**BU 11 Legal Environment of Business**

This course is a basic study of the law, legal institutions, and the legal and social responsibility of business. Includes legal history and legal process, judicial systems, common law, statutes and regulations, with an emphasis on torts, contracts, antitrust and trade regulation, protection of the environment, worker safety, product liability, and corporate crime. *3 credits*

BU 220 Environmental Law and Policy

This course surveys issues arising out of federal laws designed to protect the environment and manage resources. It considers in detail the role of the Environmental Protection Agency in the enforcement of environmental policies arising out of such laws as the National Environmental Policy Act, the Clean Water Act and Clear Air Act, among others. The impact of Congress, political parties, bureaucracy, and interest groups in shaping environmental policy is also considered. Special attention is given to the impact of environmental regulation on business and private property rights. *3 credits*

BU 311 The Law of Contracts, Sales and Property

This course examines the components of common law and contracts, and also includes the concepts of assignment of rights, delegation of duties, and discharge of contracts. The course covers Articles 2 and 2A of the Uniform Commercial Code on leases, sales of goods and warranties. Topics in real and personal property as well as bailments are considered. (Prerequisite: BU 11.) *3 credits*

BU 312 The Law of Business Organizations and Financial Transactions

This course offers an analysis of legal principles related to the law of agency, proprietorships, partnerships, corporations, limited liability companies, and other business forms. The second half of the course is devoted to the study of negotiable instruments, bank deposits and collections, suretyship, secured transactions, debtor-creditor relationships and bankruptcy. (Prerequisite: BU 11.) *3 credits*

Interdisciplinary Sequence of Business Fundamentals**BU 100 Business Decision Making**

This is the first module of a three-semester course designed to introduce students to the principles of business management in the global environment. It focuses on the concepts which guide the decisions of enterprises on their goals, strategy, structure, and business operations. It discusses environmental analysis, evaluation of strengths and weaknesses, mission definition and other tools of the strategy development process of enterprises. Field projects are an integral element of course, with the object of giving students early exposure to real-world business operations. *4 credits*

BU 200 Creating a Competitive Advantage

This course builds on the foundations laid in BU 100 to discuss the imperative of creating a competitive advantage in the execution of strategy. It examines the functions of the various business divisions – Production, Finance, Marketing, Accounting, Human Resources and Information Systems – in the development and implementation of strategy, and discusses the concepts relevant to their role in business operations. Field projects focus on exercises designed to provide practical experience of business operations. *4 credits*

BU 225 Business Processes and Information Technologies

This course is intended to provide hands-on exposure to the kinds of analytical and professional skills needed for decisionmaking/management in a modern business enterprise. Topics include IT/IS infrastructures, business operations, data and process models, data collection & analysis, and technological risk assessment & reconciliation. Working in cross-functional project teams, students analyze situations drawn from an actual business model with supporting operational data. (Prerequisites: BU 200, IS 100.) *3 credits*

BU 300 Business Strategy in the Global Environment

The apex course discusses business strategy and operations in the global context. It examines the economic, political, cultural, legal and technological dimensions of the global environment, and the strategic implications of international economy. The emphasis in field projects shifts to developing entrepreneurial skills. Workshops on entrepreneurship are conducted, and students develop a business plan for a new enterprise from concept to strategy formulation, including an international dimension. *4 credits*

Finance

FI 190 Personal Finance

This course covers applied finance clarifying individual financial decision making from a personal standpoint. Investments including stocks, bonds, housing purchases, and mutual funds are examined with an emphasis on the basic financial principles of risk and return. Life, health, and other insurance needs are discussed as are pension and estate planning. (For non-majors.) *3 credits*

FI 200 Global Capital Markets

With the rate of financial innovation and globalization increasing, financial instruments and institutions are becoming international in nature and scope. This course surveys a variety of financial instruments, institutions and markets from a global perspective. Also covered is the relationship between financial intermediaries and central banks. The use of traditional and new financial instruments is reviewed in the context of the specific markets they serve. (Prerequisite: BU 100.) *3 credits*

FI 210 Principles of Investments

This course is an introductory analysis of the determinants of valuation for bonds, stocks, and options. The functions of efficient capital markets are stressed in developing the return-risk tradeoffs that are essential in the valuation process. (Prerequisite: BU 200.) *3 credits*

FI 215 Financial Management

This course is an analysis of optimal financial decision making. Emphasis is placed upon the investment, financing, and dividend decisions within the existence of efficient capital markets. (Prerequisite: BU 100.) *3 credits*

FI 220 Working Capital Management

This course is an examination of the management of current assets and current liabilities. Emphasis is placed upon cash and marketable securities management, cash budgeting, inventory control, accounts receivable management, and short-term and intermediate-term financing. (Prerequisite: BU 100.) *3 credits*

FI 240 International Finance

This course deals with the international aspects of corporate finance and investment. Topics covered include foreign exchange with emphasis on exchange rate determination, exchange rate risk and management, international money and capital markets, international capital budgeting, cost of capital, international trade financing and working capital management. (Prerequisite: BU 100, or similar coursework with permission of instructor.) *3 credits*

FI 310 Portfolio Analysis

This course is an examination of individual and institutional portfolio management. The overall model of portfolio analysis separates decision making into five major areas: portfolio planning, investment analysis, portfolio selection, portfolio evaluation, and portfolio revision. (Prerequisite: FI 210.) *3 credits*



FI 315 Futures and Options Markets

This course examines the use of futures and options by financial managers. Both hedging and speculation will be covered. The focus of the course is on financial contracts: currencies and stock indices, both in the United States and in the United Kingdom. (Prerequisite: FI 210.) *3 credits*

FI 330 Case Studies in Finance

This course is an examination and application of the principles developed in financial management and investments in a domestic and international context. The objective is to integrate the practice and theory of finance using case studies. (Prerequisites: FI 210, FI 215 and senior status.) *3 credits*

FI 391-392 Finance Internship

Students may take two semesters of internship, approved by the department. Students must have a GPA of 2.5 or higher, have junior standing, and do the internship in their major area. *3 or 6 credits*

FI 397-398 Seminar in Finance

A special program involving independent study and research. Also intended for students accepted in an approved internship. (Prerequisite: Open only to seniors with approval by the Area Coordinator. Students must have an overall grade point average of 2.5 or better.) *3 or 6 credits*

Information Systems

IS 100 Introduction to Business Computing

This course surveys the role of computing in the present business environment, including such topics as hardware, software, networking and e-commerce. It introduces the student to the use of Information Systems concepts and techniques in solving a wide range of business problems. As an example of problem solving, the student will build a database using a database system. *3 credits*

IS 199 Seminar in Information Systems

This course is intended for students who took IS 30 and, therefore, did not study in any depth certain topics included in IS 100, such as hardware, software, networking, and information concepts. The course includes a brief discussion of systems analysis and design. Offered during the 2001-2002 and 2002-2003 academic years only. *1 credit*

IS 230 Information Systems and Operations Management

This is the *gateway* course to the Information Systems & Operations Management area. It emphasizes the decision-making process, and value creation in strategic and tactical activities. To that end, the relationship between information systems and planning and control functions is examined in detail. Techniques for designing, implementing, operating, controlling and evaluating information systems are discussed. In developing a framework for modeling the decision process, a variety of concepts will be covered: defining the problem; developing alternatives and value trade-offs; evaluating risk and return of alternatives; deciding among alternatives; planning for action. The ethical and social impacts of information and decision-making systems are also discussed. (Prerequisite: IS 100; Corequisite: BU 100.) *3 credits*

IS 235 Introduction to Business Programming

This course gives an introduction to computer programming in a business environment. Emphasis is placed on the fundamentals of structured program design, development testing, implementation, and documentation of business-oriented applications. Discussion and application of programming techniques in a variety of high-level programming languages are covered in depth for major programming projects. (Prerequisite: IS 100.) *3 credits*

IS 236 Introduction to COBOL

In this course students will learn to program in COBOL. The application of computers to business problems will be studied. File handling and array manipulation will be emphasized. (Prerequisite: IS 100.) *3 credits*

IS 240 Systems Design

This course is the entry point for the *technical* electives in the IS major. It provides hands-on instruction in contemporary systems design methodology and its practical application to business systems. After a formal introduction to a design language and supporting software tools, students will use the methodology to study design patterns in common use in business systems. The course concludes with the design and implementation of a distributed database application. (Prerequisite: IS 230, an object-oriented programming course; Corequisite: BU 225.) *3 credits*

IS 241 Systems Design and Fourth Generation Languages

In this course concepts of business system design and design procedures are studied. Disk programming and file layout for the purposes of system design are covered. Business systems will be discussed in depth. Students will design and program one commercial system in COBOL. (Prerequisites: IS 100 and IS 236.) *3 credits*

IS 245 Data Communications

This course familiarizes the students with the basics of communications, and then relates those developments to networking. The students are introduced to the protocols, hardware and software related to networking. (Prerequisite: IS 230, and junior standing.) *3 credits*

IS 299 Business Software Topics

This course introduces the student to software applications not addressed in the business core (IS 100) program which focuses on MS Office, namely, Word, Excel, and Powerpoint. The course is laboratory-oriented and can be taken for different contemporary topics more than once and be additive toward a 3-credit IS elective. The topics may include project management, business simulation and expert systems, advanced macro-programming with spreadsheet packages, and other applications software for the microcomputer or client/server system. *3 credits*

IS 300 Special Topics in Business Computing

In this course students study opportunities and problems created by the increasing widespread use of computers. They examine new developments and/or current practices in computer and information science. A topic will be selected for thorough study; possible subject areas include, but are not limited to, data structures, recent hardware or software advances, and specialized applications. (Prerequisite: IS 230.) *3 credits*

IS 310 Systems in Organizations

This course examines the relationship between organizations and technology, particularly in the network enterprise. Students examine major management challenges and competitive advantage through open, integrated, and extended information systems. This course explores the widening scope of information systems in the global environment, and the ability of systems to adapt to changes in organizational objectives. Students are exposed to a variety of business environments through interactive team exercises, case studies and individual research projects and presentations. Topics include networks, information ecology, the customization of computer-based services and products, security, ethical issues, the changing roles of managers, organizational cultures, and the continuous interdependence of business change and technical shifts. (Prerequisite: IS 230 with a minimum grade of C.) *3 credits*

IS 340 Database Systems

This course is an in-depth look at designing and building an enterprise database system. Students design, develop and build a fully operational database application. They explore the design and development of these systems, including data modeling, process modeling, and user-interface design. (Prerequisites: IS 230, IS 240.) *3 credits*

IS 350 International Information Systems

This course investigates information technologies in a variety of international business environments. The course content includes national infrastructures and discrete information cultures in advanced and developing economies. The social, economic, and political impacts of information technologies outside the United States will be examined, with an emphasis on appropriate systems design and control. Contemporary issues such as privacy, security, the protection of intellectual property, and national information policies are covered extensively. (Prerequisites: IS 230, and junior standing.) *3 credits*

IS 360 Decision Support Systems

This course is an in-depth look at the relationship between managerial decision-making and the application of information technology to that process. The topics of decision-making models, tools, and process are examined by students working in teams focused on actual situations in the local, national, and international business communities. Current techniques in data warehousing, data mining and data visualization are explored. (Prerequisites: IS 230, IS 310.) *3 credits*

IS 391-392 Information Systems Internship

Students may take two semesters of internship, approved by the department. Students must have a GPA of 2.5 or higher, have junior standing, and do the internship in their major area. *3 or 6 credits*

IS 395 Systems Project

This is the *capstone* course in the major. It brings together all of the concepts from previous courses regarding information systems. Students are required to analyze a business situation, and to design, develop and implement an operational information system. (Prerequisites: IS 230, IS 310, cumulative quality point average in the major of 2.5, and senior status.) *3 credits*

IS 397-398 Seminar in Information Systems

A special program involving independent study and research. Also intended for students accepted in an approved internship. Prerequisite: Open only to seniors majoring in information systems and approved by the Area Coordinator. This course is administratively handled by the Office of the Dean and requires a formal application by the student to the faculty project advisor and the Area Coordinator. The course does not count toward fulfilling the requirements for the IS major, but it does count toward meeting University credit requirements. Senior status required. *3 or 6 credits*

IS 399 Independent Study in Information Systems

This course of independent study, research, and/or information systems project is a program supervised by one of the full-time faculty, for the student who wishes to pursue a specific topic of interest. An application form must be completed by the student and a faculty project advisor who agree to conduct the work according to a mutually agreeable schedule. The Area Coordinator and Dean must approve the work. Once the form is completed and submitted to the Registrar, the student is allowed to register for the course, which is taught during the fall

and spring semesters. If any work is to occur at any time other than the semester registered, this approval must be obtained by the faculty project advisor and the Area Coordinator prior to commencement of any work. Normally, the student has completed at least two advanced IS courses before taking this course. *3 credits*

OM 240 Operations Management Modeling and Analysis

This course explores the quantitative modeling techniques used in strategic and tactical operations management issues. The emphasis is on problem solving and decision-making processes of supply chain management. Topics include transportation and network models, queuing systems, Markov analysis, optimization models and forecasting. Computer analysis and interpretation will be emphasized. (Prerequisites: IS 230, BU 225.) *3 credits*

OM 340 Service Operations

This course examines service sector industries, such as financial services, health care, retailing and education. It focuses on the associated operational challenges related to high labor intensity, variable demand patterns, high degrees of customer contact, and subjectivity-determined quality. (Prerequisites: IS 230, BU 225.) *3 credits*

OM 345 Transportation and Logistics

The purpose of this course is to introduce logistics management and to identify the relationships between logistics and the other functions of the firm, particularly marketing and operations management. The course covers both strategic and operational issues in logistics and supply chain management. Topics include logistics and supply chain design, logistics of customer service, transportation management, demand forecasting, inventory management, order processing, warehousing and materials handling, and facility location. Recent developments in logistics, including third party logistics, are examined. (Prerequisites: IS 230, BU 100, and junior status.) *3 credits*

OM 350 Management of Technology and Innovation

This course enables students to understand and to manage innovation, at the operational and strategic levels of an organization. It integrates the management of market, technological and organizational changes to provide a framework for improving the competitiveness of firms and effectiveness of organizations. It emphasizes an effective transition from research and development to successful products and services. The course adopts a competence-based approach to technology management, and focuses not only on internal structure and culture, but also on external linkages and processes as well. (Prerequisites: IS 230, OM 240, and junior standing.) *3 credits*

Management**MG 225 Operations and Technology Management in a Changing Global Environment**

This course examines the on-going discussion about how to best produce goods and services for the global market. Current issues include the state of trade in high-technology industries, the world-wide movement to Just In Time Continuous Improvement methods throughout the business enterprise. (Prerequisites: BU 100 and BU 200.) *3 credits*

MG 235 Managing Human Resources for Competitive Advantage

Building on many of the concepts in BU 100 and BU 200, this course introduces to students how the effective management of people can contribute to firm performance and competitive advantage. Toward this end, the course explores Human Resource Management (HRM) activities: human resource planning, recruiting, selection, training, performance appraisal, compensation, and labor relations. Through extensive use of cases, simulations, and exercises, students actively learn how to implement various HRM strategies to better serve both organizational and employee interests. *3 credits*

MG 240 Leading and Managing People for the 21st Century

This course will prepare students for the task of leading and managing the new organizations in the 21st century. The course will begin with an introduction to virtual reality organizations of the future, and present the organizational designs that will shape workplaces in the new millennium. The importance of teamwork will be emphasized as an outgrowth of these new organizational designs. Students will identify five practices of leadership that are distinguished from management and administration, and will be assessed on a variety of questionnaires that illustrate leadership strengths and points for improvement. Class organizational behavior topics, such as delegation, managing conflict, groups and teamwork, power and politics, and organizational culture will also be encompassed in the course. Students will be expected to participate in a daylong team-building program on a Saturday to fulfill course requirements. *3 credits*

MG 270 Information Systems in Organizations

This course establishes a foundation for understanding and analyzing information in organizations. Fundamental concepts of systems and information are explained. The role of information systems in organizations and the relationship of these systems to organizational objectives is developed. Students are introduced to the systems point of view, the organization of a system, information flows, the nature of information systems, elementary skills used in representing systems structure, and the types of applications that are part of an information system. Topics include: information systems and organizations; representation and analysis of system structure; systems, information, and decision theory. This course is co-listed in the Information Systems program as IS 310. (Prerequisite: IS 100). *3 credits*

MG 300 Contemporary Issues in Management

This course builds on the concepts presented in MG 21 and MG 31, focusing on the application of managerial principles and practices in contemporary problem solving and decision making situations. A review of current business publications and the case method serve as the principle sources of issues to be considered. Topics include organization strategy, effective use of resources, the role of corporate image, analysis of organization structure, and responsibility to the organization's various publics, among others. (Prerequisites: BU 100 and BU 200.) *3 credits*

MG 310 Seminar in Production and Operations Management — Operating the Firm

In this course students develop an aggregate production plan for a hypothetical firm using basic skills developed in production and operations management. Working as teams, they develop a business plan and simulate the operation of their firm. The effect of tradeoffs in key areas, such as capacity, facility location, productivity, quality and materials control are studied. The teams compete as if they were in an actual business environment by presenting and defending their decision. (Prerequisites: BU 100 and BU 200.) *3 credits*

MG 320 Diversity in the Workplace

This course seeks to develop the framework in which questions can be framed, and answers sought, with regard to the challenge of diversity in the work environment. In this regard, readings, exercises and real-world projects are used to formulate the following: a definition of diversity; the promotion of an awareness of its impact on businesses and their managers; the identification of not only the challenges that diversity presents but also the opportunities it allows for even more productive workplace interactions; and the necessary skills, attitudes, and patterns of critical thinking needed for effective leadership in this important area. Issues presented are done so in the real-life context of specific racial, gender and class groups. *3 credits*

MG 330 Career Planning

This course explores issues relating to career planning and development applications in organizations. The career stage models of early, mid and late career are examined, and the relationships of career development practices to the personnel functions in organizations are explored. Career issues relating to differences in career paths for men and women, technical professionals, and mentoring practices are also examined. Opportunities for students to explore their own individual planning needs are provided. *3 credits*

MG 340 and MG 345 Action Learning Module

This course combines a structured, supervised work experience with classes in which this experience is discussed in the light of management theory. The resulting innovative learning process adds a special intensity to the study of the theoretical aspects of management and a grasp of the concrete realities of the business world. Each student develops specific and individualized goals in cooperation with a work supervisor and the faculty member teaching the class. These are integrated with learning objectives and in-class work. Students make presentations throughout the semester using their work experiences as living cases. Course readings offer relevant theories that students can appraise and modify using the concrete situations they encounter in business.

These courses are taken simultaneously in the student's senior year. Students must see the coordinator of MG 345 in the Fall semester of their junior year to arrange for their MG 345 structured job experience. *3 credits*

MG 350 Entrepreneurship and Small Business Management

In this course the student is made aware of the problems, opportunities, policies, and practices of the small business enterprise and its unique role in the free enterprise system. The small business firm is examined from conception of the opportunity to operating the firm, the creative idea, feasibility studies, the development of the business and financial plan, launching the venture, and managing the firm. Case problems of small business firms are studied. *3 credits*

MG 355 Organizational Culture

This course forms the framework of the theories and concepts of an organization's culture within which students a) identify issues affected by organizational culture and learn how they may be more effectively managed, b) learn how to analyze, enter, adjust to, and become established in a new corporate culture, c) explore methods for operating effectively within an organization's prevailing culture, and d) examine ways of influencing or changing an organization's prevailing culture. (Prerequisite: MG 220.) *3 credits*

MG 360 International Management

This course covers the history and evolution of international business, the international environment, and the development, organization, and structure of the international firm. Also treated is the international economy in relation to business policy, accounting, finance, and marketing decision making, resource transfer and impact on the host country, business-government relations, and national and international control of the multinational corporation. (Students who have taken IL 250 may not take MG 360.) (Prerequisites: BU 100 and BU 200 or instructor's approval.) *3 credits*

MG 370 Management-Labor Relations

This course explores questions about the role of labor unions in both private and public sector organizations. It covers labor history and government regulation of the union-management relation as well as the processes of union organizing, negotiations, and dispute resolution. Special attention will be given to the effect of unions on wages, productivity, profitability, and organizational competitiveness. *3 credits*

MG 380 Compensation

This course covers theories and practices for effective compensation management. Topics included are strategic perspectives of compensation systems, determining pay structure, job analysis, job evaluation-design and administration, external pay competitiveness, designing pay levels, employee contributions and individual pay, subjective performance evaluation and merit pay, alternative reward systems, employee benefits, government's role and compliance, pay discrimination, budgets and pay administration, and union role in wages and salary administration. *3 credits*

MG 391-392 Management Internship

Students may take two semesters of internship, approved by the department. (Prerequisites: Students must have a GPA of 2.5 or higher, have junior standing, and do the internship in their major area.) *3 or 6 credits*

MG 397-398 Seminar in Management

A special program involving independent study and research under faculty guidance. Also intended for students accepted in an approved internship. (Prerequisites: Open only to seniors majoring in management and approved by the Area Coordinator. Students must have an overall grade point average of 2.5 or above.) *3 or 6 credits*

IS 360 Decision Support and Expert Systems

(see course description in Information Systems section; cross-listed as a Management elective.)

Marketing**MK 211 Strategic Marketing Planning**

This course takes the fundamental marketing concepts mastered in BU 100-200 and applies them to the strategic goals of a variety of business models. The student is required to complete and present a complete marketing plan that demonstrates competency in environmental analysis, market segmentation and the product life cycle. In addition, an extensive review of marketing channels, pricing, communication and product management prepare the student for the in depth treatment of these areas in other courses. This course is a prerequisite for all marketing courses. *3 credits*

MK 212 Consumer Behavior

This course provides the student with an understanding of the behavior of consumers in the marketplace. An interdisciplinary approach is used employing concepts from such fields as economics, psychology, social psychology, sociology, and psychoanalysis. Among the many topics covered are motivation, perception, attitudes, consumer search, and post-transactional behavior.

3 credits

MK 221 Sales and Sales Management

This course is designed to help students learn sales management principles. Effective management of salespeople is critical to business success because many goods and services demand personal contacts to close the sale. To function effectively as managers, students must know how salespeople perform their jobs. In addition, this course emphasizes the role of personal selling, account relationships, territory management and new technologies in sales management program.

3 credits

MK 231 Advertising and Promotion

The goal of this course is to focus on the many changes that are occurring in the advertising industry and how they influence advertising and promotional strategies and tactics. This course is designed from an integrated marketing communications perspective, emphasizing the importance of coordinating the various promotional mix elements with other marketing activities that communicate with a company's customers. Topics include advertising on traditional media such as TV, radio, and magazines, and on non-traditional media such as the World Wide Web, media planning, direct marketing, public relations, sales promotions and personal selling.

3 credits

MK 241 Internet Marketing

This course will provide a basic overview of the technologies associated with the Internet and the role of this new vehicle as a marketing tool. The goal of the course is for students to understand the strategies associated with the Internet and both its capabilities and limitations. Students will design a web page and develop a strategic plan for using the Internet as part of a complete marketing program.

3 credits

MK 311 Marketing Research

This course gives the student an appreciation of the role marketing research plays in reducing the risks associated with marketing decisions. Emphasis is placed on developing the student's basic skills in conducting and evaluating marketing research projects. Topics include problem formulation, research design, data collection instruments, sampling and field operations, data analysis, and presentation of results.

3 credits

MK 312 International Marketing

This course emphasizes the role of marketing and marketing management in different environments having an impact on the various marketing functions. In addition to a focus on marketing activities and their management which are experienced in the domestic environment, special emphasis is given to cultural, political, geographic, and other factors in different environments. The focus is on international marketing by firms in other nations as well as American firms.

3 credits

MK 321 Distribution Management

This course is designed to provide a management focus and managerial framework to the discipline of distribution and channel management. The emphasis is on the design and management of marketing channels as a key strategic tool in satisfying the needs of the customers in the new millennium. Theory and practice are integrated in their application to the decision-making processes. In addition, the importance of the Internet as a marketing channel for the distribution of goods and services is discussed.

3 credits

MK 322 Business to Business Marketing

This course examines the characteristics that differentiate industrial from consumer marketing: nature of industrial demand, buyer characteristics, industrial market research, competitive bidding and selling of industrial products, sales and advertising strategies in marketing to business, government, and non-profit organizations. Practices and policies in the distribution of industrial goods.

3 credits

MK 331 Media Strategy

This course examines the basic processes involved in strategic media planning including budgeting, selecting media forms and media vehicles, media timing, and media audience measurement. Students should understand the role of both traditional and non-traditional media as well as new media such as the Internet as channels for communicating promotional messages to consumers. Varied media allocation models will be covered as well.

3 credits

MK 332 Public Relations

This course is designed to facilitate the fundamental understanding of audiences: receiving information from them, advising management of their attitudes and responses, helping to set policies that demonstrate responsible attention to them, and constantly evaluating the effectiveness of all public relations programs. This inclusive role integrates all activities associated with ascertaining and influencing the opinions of a group of people. Increased attention is paid to the use of electronic technology for messages: from fax machines, e-mail, to specialized networks in cyberspace.

3 credits

MK 341 Product Management

This course focuses on one element in the marketing mix — the product. It examines such questions as how should a firm effectively and efficiently manage its current product line and develop potential new products. Consideration is also given to strategic planning.

3 credits

MK 342 Contemporary Issues in Marketing

This course presents a seminar on current marketing issues. Its intent is to familiarize the student with the latest issues, events, and problems in marketing. The subject matter for the course draws upon recent events in marketing and course materials are derived from current periodicals and cases.

3 credits

NURSING

Major & Course Descriptions

School of Nursing

Dean: Jeanne Marie Lemire Novotny, Ph.D.

Program for Registered Nurses

The program for registered nurse students does not differ from that of the full-time students in required courses and credits. The overall objectives of the program and the specific objectives for each course remain the same for both the full-time and the registered nurse candidates, hence ensuring consistency in the academic standards and quality of the program. The methods by which the course objectives are met by registered nurse students reflect teaching/learning strategies appropriate for adult learners. Registered nurses enroll in two seminar courses to facilitate entry into the program. These courses provide new theoretical learning, provide a forum for discussion of relevant nursing issues, and guide students in articulating their personal and professional goals.

Admission

Registered nurse students are admitted through the School of Continuing Education and must complete a minimum of 12 credits with a grade of "C" or better in order to matriculate. Course requirements in the liberal arts and required supportive courses can be met by CLEP and Regents examinations, transfer credits from other academic institutions, or enrollment in specific courses. Courses are accepted in transfer from other accredited colleges and universities on the basis of a satisfactory ("C" or better) academic record and course equivalency. A minimum of 60 credits, including the last 30 credits for the degree, must be taken at Fairfield University.

Advanced Placement in Nursing

Registered nurse students may earn advanced placement in the nursing major for a maximum of 30 credits. Advanced placement is awarded upon successful completion of Excelsior tests, NLN exams, portfolio assessment, or the articulation agreement among nursing programs in Connecticut.

Registration

Registered nurse students register through the School of Continuing Education. Call (203) 254-4150 or (203) 254-4220 for procedures, class schedules, and dates for the fall, spring, and summer semesters.

General Information

Second Degree Program

The School offers the nursing curriculum in an accelerated form for persons holding a baccalaureate degree in another field and who now wish to enter nursing. Upon completion of prerequisite courses, students matriculate and complete degree requirements in approximately 18 months. A minimum of 60 credits, including the last 30 credits for the degree, must be taken at Fairfield University. Information is available from the School of Nursing.

Bachelor of Professional Studies

Fast track for RN's to MSN Program

Registered Nurses who do not wish to complete the BSN before entering the MSN program may opt for the BPS fast track. This track offers nursing courses that are prerequisites for the MSN.

Graduate Programs

The School of Nursing MSN Practitioner track is a 42-credit program of study preparing nurse-practitioners in family practice and psychiatric-mental health practice. Upon completion, graduates are eligible to take professional certification examinations and be licensed as APRNs. The graduate program also is accredited by the National League for Nursing Accrediting Commission.

The newly developed Masters of Science in Nursing Healthcare Systems track is intended to provide an opportunity for non-clinical graduate education for nursing professionals. This program of studies is in collaboration with the Charles F. Dolan School of Business. It prepares the professional nurse to manage organized healthcare services (Healthcare Management concentration) or develop and implement of strategies to reduce liability and improve compliance and quality outcomes in healthcare (Healthcare Law concentration).

General Information

Nursing Academic Programs

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Nursing Curriculum

The three components of the School of Nursing's undergraduate program are:

The core curriculum — Nursing students must complete the core curriculum that is required of all Fairfield undergraduates, with the exception that nursing students meet either the fine arts or the language requirement.

Natural and social sciences — Students take one semester of chemistry and three semesters of biology which includes anatomy, physiology, and microbiology. Because the social sciences form an important part of the foundation for nursing practice, students also take courses in psychology and sociology.

Nursing courses — Classroom instruction in nursing theory and skills begins in the freshman year and continues throughout the undergraduate program. Nursing courses are comprised of both theoretical and clinical components. With each passing year clinical work increases, until, by the senior year, a significant portion of time is spent in the nursing major, which includes clinical practice as well as the theory component. To ensure that students obtain the breadth and depth of clinical experience needed, the School has associations with many clinical facilities, including private hospitals, veterans hospitals, clinics, outpatient departments, rehabilitation centers, public health departments, long-term care facilities, home care agencies, community health centers, schools, and its own Health Promotion Center in Bridgeport.

Note: Clinical courses are available daytime only.



The nursing courses in the sophomore, junior, and senior years are sequential and are prerequisites to other courses. Because of the special nature of the nursing curriculum, Human Anatomy and Physiology (BI 107-108), Microbiology (BI 151) and each nursing course must be completed successfully (minimum grade of "C") in order for students to progress in the course sequence for the nursing major. Students must also meet the promotion policy requirements of the University in order to progress in the program. Nursing majors must be certified in cardiopulmonary resuscitation (CPR) by the spring term of the sophomore year and remain certified throughout the nursing program. All health requirements and OSHA training requirements must be met each year prior to clinical practice.

**For the latest course information
visit our website
www.fairfield.edu/sce/index.htm**

Go to Class Hour Schedules
to search for course offerings.

Curriculum Guide (for students matriculated by Spring 2001)

Nursing - Part-time or Second Degree

	Fairfield University	Transfer		Semester	Grade
HUMANITIES (12 courses)			NURSING (55 credits)		
English 11	<input type="checkbox"/>	<input type="checkbox"/>	NS 270 Health Assessment	<input type="checkbox"/>	<input type="checkbox"/>
English 12	<input type="checkbox"/>	<input type="checkbox"/>	NS 271 HealthCareDel.Sys	<input type="checkbox"/>	<input type="checkbox"/>
Ethics (AE 285)	<input type="checkbox"/>	<input type="checkbox"/>	NS 272 Research Nursing	<input type="checkbox"/>	<input type="checkbox"/>
History 30	<input type="checkbox"/>	<input type="checkbox"/>	NS 273 Intro. Pro. Nursing	<input type="checkbox"/>	<input type="checkbox"/>
History	<input type="checkbox"/>	<input type="checkbox"/>	NS 274 Profess. Nursing: Ldrship & Mngmt	<input type="checkbox"/>	<input type="checkbox"/>
2 Language* OR	<input type="checkbox"/>	<input type="checkbox"/>	NS 275 Patterns Wellness	<input type="checkbox"/>	<input type="checkbox"/>
2 Visual & Performing Arts**	<input type="checkbox"/>	<input type="checkbox"/>	NS 276 Patterns Illness I	<input type="checkbox"/>	<input type="checkbox"/>
Philosophy	<input type="checkbox"/>	<input type="checkbox"/>	NS 277 BasConcPathPhar	<input type="checkbox"/>	<input type="checkbox"/>
Religious Studies	<input type="checkbox"/>	<input type="checkbox"/>	NS 278 Nursing of Children and Family	<input type="checkbox"/>	<input type="checkbox"/>
Humanities Electives:			NS 279 Mental Health Nurs.	<input type="checkbox"/>	<input type="checkbox"/>
1. _____	<input type="checkbox"/>	<input type="checkbox"/>	NS 281 Ther. Nurs. Interv.	<input type="checkbox"/>	<input type="checkbox"/>
2. _____	<input type="checkbox"/>	<input type="checkbox"/>	NS 371 Patterns Illness II	<input type="checkbox"/>	<input type="checkbox"/>
3. _____	<input type="checkbox"/>	<input type="checkbox"/>	NS 372 Com.Health & Eld.	<input type="checkbox"/>	<input type="checkbox"/>
SOCIAL SCIENCE (4 courses)			NS 373 Nursing of Women & Childbearing Family	<input type="checkbox"/>	<input type="checkbox"/>
Developmental Psychology	<input type="checkbox"/>	<input type="checkbox"/>	NS 374 Transition: Pro. Nursing Practice	<input type="checkbox"/>	<input type="checkbox"/>
Abnormal Psychology	<input type="checkbox"/>	<input type="checkbox"/>			
Social Science	<input type="checkbox"/>	<input type="checkbox"/>		Fairfield	Transfer
Social Science	<input type="checkbox"/>	<input type="checkbox"/>			
MATH & SCIENCE (5 courses)			GENERAL ELECTIVES (3 courses)		
Anatomy & Physiology I	<input type="checkbox"/>	<input type="checkbox"/>	1. _____	<input type="checkbox"/>	<input type="checkbox"/>
Anatomy & Physiology II	<input type="checkbox"/>	<input type="checkbox"/>	2. _____	<input type="checkbox"/>	<input type="checkbox"/>
Microbiology	<input type="checkbox"/>	<input type="checkbox"/>	3. _____	<input type="checkbox"/>	<input type="checkbox"/>
General Chemistry w/Lab	<input type="checkbox"/>	<input type="checkbox"/>			
Statistics (Math 17)***	<input type="checkbox"/>	<input type="checkbox"/>			
			* Language – 2 courses, Intermediate or above		
			** Visual & Performing Arts – Only 1 studio		
			*** One math course required		

REQUIRED:

1 US Diversity course
1 World Diversity course
60 credits at Fairfield
Last 30 credits at Fairfield

Curriculum Guide

RN / BSN Program

123-128 Total Credits

	Fairfield University	Transfer
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HUMANITIES

(12 courses)

English 11	<input type="checkbox"/>	<input type="checkbox"/>
English 12	<input type="checkbox"/>	<input type="checkbox"/>
Ethics (AE 285)	<input type="checkbox"/>	<input type="checkbox"/>
History 30	<input type="checkbox"/>	<input type="checkbox"/>
History	<input type="checkbox"/>	<input type="checkbox"/>
2 Language* OR	<input type="checkbox"/>	<input type="checkbox"/>
2 Visual & Performing Arts**	<input type="checkbox"/>	<input type="checkbox"/>
Philosophy	<input type="checkbox"/>	<input type="checkbox"/>
Religious Studies	<input type="checkbox"/>	<input type="checkbox"/>

Humanities Electives:

1. _____	<input type="checkbox"/>	<input type="checkbox"/>
2. _____	<input type="checkbox"/>	<input type="checkbox"/>
3. _____	<input type="checkbox"/>	<input type="checkbox"/>

SOCIAL SCIENCE

(4 courses)

Developmental Psychology	<input type="checkbox"/>	<input type="checkbox"/>
Abnormal Psychology	<input type="checkbox"/>	<input type="checkbox"/>
Social Science	<input type="checkbox"/>	<input type="checkbox"/>
Social Science	<input type="checkbox"/>	<input type="checkbox"/>

* Language must be intermediate or above

** Prerequisite: Completion of Portfolio

Assessment and NLN's, NS 250 and NS 252

*** One math course required

MATH & SCIENCE

(5 courses)

Anatomy & Physiology I	<input type="checkbox"/>	<input type="checkbox"/>
Anatomy & Physiology II	<input type="checkbox"/>	<input type="checkbox"/>
Microbiology	<input type="checkbox"/>	<input type="checkbox"/>
General Chemistry w/Lab	<input type="checkbox"/>	<input type="checkbox"/>
Statistics (MA 17)***	<input type="checkbox"/>	<input type="checkbox"/>

NURSING

(7 courses/23 credits)

NS 250 Profess. Nursing	<input type="checkbox"/>	<input type="checkbox"/>
NS 252 Health Assessment	<input type="checkbox"/>	<input type="checkbox"/>
NS 272 Research	<input type="checkbox"/>	<input type="checkbox"/>
NS 274 Leadership Mngt.	<input type="checkbox"/>	<input type="checkbox"/>
NS 372** Community	<input type="checkbox"/>	<input type="checkbox"/>
NS 376 Transition	<input type="checkbox"/>	<input type="checkbox"/>
NS Elective	<input type="checkbox"/>	<input type="checkbox"/>

ADVANCED PLACEMENTBy Articulation (30 credits) ☐ ☐

*By NLN Exam/Portfolio

Assessment (28 credits) ☐ ☐**GENERAL ELECTIVES**

(2 courses)

1. _____	<input type="checkbox"/>	<input type="checkbox"/>
2. _____	<input type="checkbox"/>	<input type="checkbox"/>

REQUIRED: 1 US Diversity course
 1 World Diversity course
 60 credits at Fairfield
 Last 30 credits at Fairfield

Curriculum Guide

Nursing - BPS Fast Track to MSN

120-124 Total Credits

	Fairfield University	Transfer		Fairfield University	Transfer
HUMANITIES			REQUIRED		
(12 courses)			GS 399	<input type="checkbox"/>	<input type="checkbox"/>
English 11	<input type="checkbox"/>	<input type="checkbox"/>	** 10 Upper Division courses		
English 12	<input type="checkbox"/>	<input type="checkbox"/>			
History 30	<input type="checkbox"/>	<input type="checkbox"/>	GENERAL AREA I		
History	<input type="checkbox"/>	<input type="checkbox"/>	Discipline:		
Philosophy	<input type="checkbox"/>	<input type="checkbox"/>	NS 502	<input type="checkbox"/>	<input type="checkbox"/>
PH / RS / AE	<input type="checkbox"/>	<input type="checkbox"/>	NS 252	<input type="checkbox"/>	<input type="checkbox"/>
Religious Studies	<input type="checkbox"/>	<input type="checkbox"/>	NS 372	<input type="checkbox"/>	<input type="checkbox"/>
Visual & Perform. Arts Lec.	<input type="checkbox"/>	<input type="checkbox"/>	NS 458	<input type="checkbox"/>	<input type="checkbox"/>
Visual & Perform. Arts	<input type="checkbox"/>	<input type="checkbox"/>	GENERAL AREA II		
Humanities Electives:			Discipline:		
1. _____	<input type="checkbox"/>	<input type="checkbox"/>	1. _____	<input type="checkbox"/>	<input type="checkbox"/>
2. _____	<input type="checkbox"/>	<input type="checkbox"/>	2. _____	<input type="checkbox"/>	<input type="checkbox"/>
3. _____	<input type="checkbox"/>	<input type="checkbox"/>	3. _____	<input type="checkbox"/>	<input type="checkbox"/>
			4. _____	<input type="checkbox"/>	<input type="checkbox"/>
SOCIAL SCIENCE			GENERAL AREA III OR OTHER DISCIPLINES		
(4 courses)			1. _____	<input type="checkbox"/>	<input type="checkbox"/>
Economics	<input type="checkbox"/>	<input type="checkbox"/>	2. _____	<input type="checkbox"/>	<input type="checkbox"/>
Politics	<input type="checkbox"/>	<input type="checkbox"/>	GENERAL ELECTIVES		
Psychology	<input type="checkbox"/>	<input type="checkbox"/>	1. _____	<input type="checkbox"/>	<input type="checkbox"/>
Sociology	<input type="checkbox"/>	<input type="checkbox"/>	2. _____	<input type="checkbox"/>	<input type="checkbox"/>
			3. _____	<input type="checkbox"/>	<input type="checkbox"/>
MATH & SCIENCE			4. _____	<input type="checkbox"/>	<input type="checkbox"/>
(4 courses)			5. _____	<input type="checkbox"/>	<input type="checkbox"/>
Math 17* (Stats)	<input type="checkbox"/>	<input type="checkbox"/>	6. _____	<input type="checkbox"/>	<input type="checkbox"/>
Math	<input type="checkbox"/>	<input type="checkbox"/>	7. _____	<input type="checkbox"/>	<input type="checkbox"/>
Biology	<input type="checkbox"/>	<input type="checkbox"/>	8. _____	<input type="checkbox"/>	<input type="checkbox"/>
Chemistry	<input type="checkbox"/>	<input type="checkbox"/>	9. _____	<input type="checkbox"/>	<input type="checkbox"/>
Physics	<input type="checkbox"/>	<input type="checkbox"/>			

*Another math may be used, but you will need statistics for the Master's program.

Within the upper division course work **a minimum of two general areas must be represented; nursing is one. **General Areas** include Humanities, Social Science, Math and Science, Business, or Professional (Nursing). **A minimum of four disciplines** must be represented, and **no more than four courses may be taken within each discipline**. **Disciplines** include courses such as English, Sociology, Biology, or Accounting.

A maximum of 75 credits may be transferred into the degree including portfolio credits and credits by examination (CLEP or Regents).

Students will earn a BS in Professional Studies before enrolling in the MSN Program.

Course Descriptions

Courses described below are nursing courses only. As stated previously, all nursing students are required to take the core curriculum and designated support courses. Descriptions of core curriculum courses – as well as descriptions of other science and social science courses required of nursing students – may be found in the College of Arts and Sciences section of this catalog.

NS 270 Health Assessment

This course introduces the student to the knowledge and skills of health assessment of clients throughout the life span, with consideration of cultural and ethnic variations. Critical thinking and communication are essential components of health assessment. Lecture, discussion, demonstration, supervised and individual practice, and opportunities to develop self-evaluation skills through analysis of video recordings of performance are used to help students develop skills in interviewing, taking a health history, and completing a physical examination. Students organize and prioritize data using Functional Health Patterns, and record assessment data on designated forms.

In addition, this course provides a separate one-credit laboratory module designed to complement the Physical Assessment skills. Students will use the SON Learning Resource Center to develop skills pertaining to infection control, body mechanics and client hygiene. (Prerequisites: BI 107, CH, NS 273)

(2 Theory, 1 Lab, 1 Module)

4 credits

NS 271 Health Care Delivery Systems

The health care delivery system in the United States is explored through issues related to conceptual, historical, economic, political, and technological developments. Emphasis is given to ethical and legal aspects of our current system that remain unresolved, such as access to care, type of services to provide, and roles within the system. Consumer use of traditional, alternative, and experimental therapies will be discussed. This course is designed to give an interdisciplinary perspective to students interested in health care from any field of study. The course will include a required 5 hours of service learning volunteer involvement in a health-related organization.

(Theory)

3 credits

NS 272 Research in Nursing

This course provides an introduction to the research process and its application to scholarship in clinical practice. Students learn to be consumers of research through a review of the literature, critique of research, and identification of methods appropriate to study specific practice-related problems. An emphasis is placed on critical thinking and writing skills. Consideration is given to ethical, economic, technological, and statistical dimensions. Application is made to clinical research, evidence-based practice, and quality improvement. (Prerequisite: MA 17)

(Theory)

3 credits

NS 273 Introduction to Professional Nursing

This course serves as a foundation to the development of the nurse as a professional person. Central to this is the awareness and acceptance of self. The process of critical thinking/judgment as an approach to the planning and delivery of nursing care to individuals, families, groups and communities is introduced. Discussion of nursing's history and accomplishments will serve as the cornerstone for the advancement of professional behaviors including scholarship, communication, collaboration, personal responsibility/accountability, integration of research and practice, and peer and self-evaluation.

(Theory)

3 credits

NS 274 Professional Nursing: Leadership and Management

This course immerses students in issues and concepts central to professional nursing. It examines political, social and legal systems that affect the image of nursing and influence its role definition. Organizational dynamics and theories of leadership and management are considered, with case studies and concurrent clinical practica providing the foundation for theory integration. Critical reflection and creative planning are facilitated through experiential projects that involve acute care and community-based practice settings. (Prerequisites: NS 271, NS 273)

(Theory)

3 credits

NS 275 Patterns of Wellness

This course explores factors that influence the degree of health and wellness experienced by individuals across the life span. Epidemiology provides a framework for the assessment of risk and the management of common health problems. Students have opportunities to promote wellness through clinical experiences with healthy children and adults. How people make health related decisions, what risks threaten their health, and what reasons they give for adopting particular lifestyles is examined. Spirituality and culture are addressed as well with particular attention devoted to assessment techniques and intervention strategies. Students learn both traditional and (alternative) complementary therapeutic techniques to enhance health. (Prerequisites: NS 270, NS 271, NS 273, PY 163)

(3 Theory, 1 Clinical)

4 credits

NS 276 Patterns of Illness I

This course introduces the student to illnesses that are most frequently occurring in the U.S. adult population. Included in the discussion of these illnesses are components of the nursing process: assessment, diagnoses, interventions and expected outcomes. Specific therapeutic interventions, both independent and collaborative will be discussed, including indications for their use and evaluation of their effectiveness. Use of case examples will be a frequent teaching strategy. Competence in the performance of selected skills will also be achieved during this course. Included in the course is clinical practicum with an acutely ill adult population. (Prerequisites: BI 107, BI 108, BI 151, CH, NS 270, NS 275, NS 277, NS 279, NS 281)

(3 Theory, 2 Clinical)

5 credits

NS 277 Basic Concepts of Pathophysiology & Pharmacology

This course is a study of physiological life processes of persons. Normal physiology with a focus on deviations from normal will be discussed with a particular emphasis on exemplar cases. The stress response is examined as well as the interaction of stress on inflammatory, healing, immune, and regulatory functioning. Pharmacological and nutritional kinetics and dynamics are discussed as therapeutic strategies for treating alterations in normal life processes. (Prerequisites: BI 107, BI 108, BI 151, CH) (Theory) *3 credits*

NS 278 Nursing of Children and Family

This course focuses on the nursing care of children, adolescents, and families dealing with health and developmental challenges of childhood. In addition, health promotion needs of childrearing families are explored. Clinical resources reflect the trend towards community-based care, with student experiences in community agencies (schools, rehabilitation sites, and day care settings), as well as in acute care settings. The course employs a developmental perspective through which major causes of morbidity and mortality are examined. Health problems are introduced via case studies that serve as vehicles for the integration of multicultural and multi-disciplinary perspectives. Students are challenged to develop both critical and creative reasoning skills in working through the cases, and are guided in the use of developmentally and empathically appropriate communication strategies. (Prerequisites: NS 270, NS 275, NS 277, NS 279, NS 281) (2 Theory, 2 Clinical) *4 credits*

NS 279 Mental Health Nursing

The focus of this course is nursing care of clients from diverse backgrounds with mental illness. Holistic care is provided through various psychotherapeutic approaches using the nursing process. Emphasis is on critical decision making with clinical practice providing the student with the opportunity to develop therapeutic communication skills and therapeutic use of self. Cultural, ethical and legal issues that have the potential to impact the care clients and their families receive are also addressed. (Prerequisites: PY 163, NS 270, NS 273) (3 Theory, 1 Clinical) *4 credits*

NS 281 Therapeutic Nursing Interventions

This course focuses on the provision of safe and effective care related to the basic needs of clients of all ages using common nursing technical skills with consideration of cultural and ethnic variations. Psychomotor skills are introduced that address various nursing interventions, which help the client to maintain physical well-being. Such interventions include: wound care; administration of oral, parenteral and intravenous medications; glucose monitoring; and measures to assist with urinary and bowel elimination, as well as nasogastric and respiratory care. The School of Nursing Learning Resource Center provides opportunities to use critical thinking in skill practice, interactive learning, supervised return demonstration, and hypothetical clinical situations. (Prerequisite: NS 270) (1 Theory, 2 Lab) *3 credits*

NS 371 Patterns of Illness II

This course integrates knowledge learned in Patterns of Illness I and introduces the student to other patterns of illness. Discussion involves the components of the nursing process: assessment, diagnoses, interventions, and expected outcomes of patients throughout the adult lifespan. Specific therapeutic interventions, both independent and collaborative are discussed including indications for their use and evaluation of their effectiveness. Using case studies is a frequent teaching strategy. Included in the course is clinical practicum working with high acuity patients across the adult lifespan. (Prerequisites: NS 276, NS 278) (Theory; 1.9 Clinical; .1 College Lab (CAPD)) *3 credits*

NS 372 Community Health and the Elderly

The focus of this course is on the provision of safe and effective care to older adults and their families living in community and group settings. Special attention is given to 1) the process of aging and health problems associated with older adults, and 2) the promotion of health and the prevention of disability in older adults. This course synthesizes learning, with specific application to various population groups of older adults. Through the use of a group community assessment project, community characteristics are identified and analyzed with respect to planning strategies for intervention and evaluation to meet the special needs of people over 65 years of age. It is expected that students will complete a detailed physical assessment and assessment of client needs as part of a series of home visits. Group discussion of case studies, plus presentations by providers of community services for the elderly, assist students in developing an appreciation for the complex care needs of this at-risk population. (Prerequisites: NS 275, NS 278, NS 371, NS 373) (2 Theory, 2 Clinical) *4 credits*

NS 373 Nursing of Women and the Childbearing Family

This course is designed to provide students with the opportunity to master the knowledge and skills necessary to assist the family to cope with changes in their reproductive needs, reproductive health issues, and gynecological challenges. Reproductive needs include the childbearing cycle: pregnancy, childbirth, postpartum, care of the healthy newborn and prenatal, intrapartum and post-partal complications. Reproductive health issues covered in this class include: infertility, family planning, menarche and menopause. Gynecological challenges on which we focus are breast and reproductive tract surgery. Ethical and legal aspects of reproductive issues will be integrated throughout the course. Nursing theories and research findings related to reproductive health will be discussed more generally regarding theory. (Prerequisites: NS 276, NS 278) (3 Theory; 1 Clinical) *4 credits*

Course Descriptions

NS 374 Transition: Professional Nursing Practice

This capstone course addresses health promotion, maintenance and restoration with clients in a variety of health care settings. Students are placed in selected health care settings in which they can practice under the supervision of a staff nurse preceptor. The focus is on moving students toward autonomous professional nursing practice within their clinical setting. Functional health patterns provide the framework for giving care. Nursing theories are explored for their relevance and utility to nursing practice. Students have an opportunity to apply leadership principles in coordinating care for groups of clients. Decision-making, collaboration, autonomy and outcome evaluation are emphasized. Weekly conferences are held to discuss professional, clinical and health policy issues. (Prerequisites: NS 371, NS 373) (126 clinical) *3 credits*

NS 398 NCLEX: State Board Review

This course is designed to assist students in preparing for the NCLEX Licensing Examination. Content focuses on refining problem solving and critical thinking skills as well as test taking strategies. Nursing theory is reinforced throughout. This course is mandatory for all nursing students who will take the licensing exam. (Prerequisites: NS 343, NS 345) (14 hours) *0 credits*

NS 399 Nursing Independent Study

Through individually designed projects or activities, students work with a faculty member to study a specific area in depth. (Prerequisite: Permission of the Instructor and Dean) *1-6 credits*

NS 458 Bridge to Advanced Practice

This course serves as a foundation for advanced clinical practice. It is designed to facilitate the transition to advanced professional practice. As such, theories that focus on nursing research and principles of leadership and management are discussed. Individual leadership projects are vehicles for integration of knowledge as preparation for graduate scholarship. Professional practice issues in the contemporary health care arena are also addressed. (42 theory) *3 credits*

Nursing Academic Programs

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Courses Specifically for Registered Nurse Students

NS 250 Professional Nursing

This course is designed to orient the registered nurse to baccalaureate nursing education and to facilitate entry into a new educational system. The scope and aims of professional nursing practice are articulated in the study of concepts and issues of multiple aspects of health care delivery and education. The School of Nursing philosophy and conceptual framework are examined. (Prerequisite: Licensure as an R.N.)

(56 theory hours)

4 credits

NS 252 Health and Family Assessment

This course introduces the registered nurse student to the knowledge and skills of health assessment of clients across the lifespan. Through a variety of methodologies in the classroom and opportunities to practice the skills in the college laboratory, students apply interviewing techniques to elicit a comprehensive health history and perform a physical examination in evaluating health status. Family theory and therapeutic use of self are incorporated. (Prerequisites: BI 107, BI 108, NS 250.)

(28 theory & 28 lab hours)

3 credits

NS 376 Transition Seminar: Professional Nursing Practice

This course challenges RN students to facilitate change in a clinical setting for the purpose of positively influencing patient care in health promotion, health maintenance, and/or health restoration. Through clinical experiences and the implementation of an individually-designed project, students further develop their critical thinking and communication skills, demonstrate the application of research, leadership, management, education and therapeutic nursing principles, and are helped to make the transition to a more autonomous, professional level of practice. (Prerequisites: NS 272, NS 274 and NS 372.)

(21 seminar & 63 clinical hours)

3 credits

STUDY ABROAD

Fairfield University Office of Study Abroad

Administered by
the School of Continuing Education

An international experience has become an invaluable part of a complete undergraduate education. Fairfield provides numerous opportunities for study abroad and assistance in navigating a sometimes confusing array of choices. Your options are many, and more students than ever are studying in Asia, South America, Eastern Europe and Africa in addition to the more traditional destinations in Western Europe. We encourage you to consider the many alternatives. Spend a semester, a year, a month, or just ten days abroad, earning academic credit and the kind of knowledge of the world that only on-site experience can provide.

Policies

ELIGIBILITY: To be eligible for semester study abroad you must have an overall GPA of 2.80 or better at the time of application. This requirement does not usually apply to short term and summer programs. Be aware that individual programs have their own criteria and may require higher GPAs. Exceptions to stated GPA policy may be made upon appeal to the Study Abroad Advisory Committee.

FINANCIAL AID: As a general rule, federal and state financial aid can be used toward study abroad programs. Institutional aid, scholarships and monthly payment plan eligibility through AMS will be applied only to Fairfield and affiliated programs. Neither athletic scholarships nor work-study monies may be applied to study abroad programs. Tuition Grant-In-Aid will apply only to those children of Fairfield University employees who are matriculated at Fairfield University and who participate in the following semester programs that earn Fairfield grades: Florence and Harlaxton. Grants—in-aid for these programs are in the amount of tuition charged by the foreign host institution.



PROGRAMS:

There are three types of study-abroad experiences from which to choose:

Fairfield Programs

Fairfield programs earn Fairfield University credit; all coursework is taught in English, and is reflected on your transcript and computed into your grade point average. Students pay current Fairfield University tuition, room and board fees. Financial aid for which students are eligible remains in place.

Semester Programs

Florence Campus (one or two semesters)

Students study at the Lorenzo de' Medici Institute and live in shared apartments in the historic city center. A wide variety of courses, taught by an excellent international faculty are available in disciplines ranging from International business to history of architecture. Italian language (each students must take at least three credits), studio art, social sciences, history, and literature are strongly represented.

Harlaxton Program, England (Fall semester only)

This program for nursing majors provides the coursework needed for on-time graduation as well as a course in British culture. Upon return to the U.S. students take NS 218 during the summer session. Harlaxton College is located in Grantham, England, about an hour north of London.

Short Term Programs

Note: Summer and intersession programs are offered in rotation. Every program may not be offered every year and new programs may be added to the rotation.

Summer Campus in Florence (offered every summer)

Two four-week sessions are offered at the Lorenzo de' Medici Institute in June and July. Six credits may be earned during each session.

Intersession in St. Petersburg, Russia (January)

Herzen University hosts our St. Petersburg program that is taught by both Fairfield and Herzen faculty. Six credits are available in Russian language, literature, history and culture. All coursework is taught in English except, of course, language courses.

Three Great Religions in Modern Jerusalem (January)

Study Judaism, Christianity, and Islam as they now co-exist in the complex society that is today's Jerusalem.

An Irish Experience in Galway (Summer, two weeks)

Two, two-week sessions based at the National University of Ireland, Galway, where students take a 3 credit course in Irish Literature and are introduced to Irish history, politics, culture and more.

Summer in Munich and Berlin

Students earn six credits in two courses: HI 210, The Third Reich, and GM 287, Modern German Literature in Translation. Courses (taught in English) are enriched with site visits.

A French Experience in Paris and Angers (Summer)

This course is the ultimate component of a program designed to provide 12 credits of French language in one academic year. Especially designed for students who wish to complete in one year the equivalent of Intermediate (FR 101-102) and Continuing (FR 121-122). Other students of French may enroll with permission of instructor. Students earn 3 credits during their stay in France.

Affiliated Programs

Coursework completed in these programs earns transfer credit. You may use courses taken to satisfy major, minor, core or elective requirements. Your credits do not appear on your transcript and are not computed into your grade point average. Current Fairfield University fees for tuition, room and board will apply and financial aid for which the student is eligible will continue.

Some of the programs in this category, such as ISEP, Doshisha, Sophia, Maastricht and Baden-Wuerttemberg are exchange programs. Placement is dependent upon availability.

ISEP – The International Student Exchange Program	<i>Sites worldwide</i>
CIEE – Council Study Centers	<i>Sites worldwide</i>
AustraLearn	<i>Australia, many sites</i>
Institute for American Universities	<i>Aix-en-Provence, France</i>
Regent's College	<i>London, England</i>
National University of Ireland, Galway	<i>Galway, Ireland</i>
Doshisha Women's College	<i>Kyoto, Japan</i>
Sophia University	<i>Tokyo, Japan</i>
Baden-Wuerttemberg Exchange	<i>Germany, 9 Universities</i>
Herzen University	<i>St. Petersburg, Russia</i>
Maastricht University	<i>Maastricht, the Netherlands</i>
Beijing Center for Language & Culture	<i>Beijing, China</i>

MORE INFORMATION ON ALL PROGRAMS is available in the Office of Study Abroad located in the School of Continuing Education, Dolan House, Fairfield University.

PROFESSIONAL & PERSONAL DEVELOPMENT

Admission

Certificate courses may be taken individually without enrolling in a complete program. They are designed for two purposes; for those seeking the basic knowledge and skills required for an entry-level position in a special field; or for those who are currently employed and are seeking additional knowledge to enhance their careers. The description of each certificate program indicates the audience for whom it is intended. There are no prerequisites for admission to the certificate programs. Certain certificate courses however, carry an academic credit option and may be used toward fulfilling degree requirements. No transfer courses from other institutions will be accepted into certificate programs. All certificate requirements must be completed at Fairfield University.

Courses required for the various certificates are offered according to the schedules published by the School of Continuing Education. Both required and elective courses are scheduled as frequently as possible to permit students maximum access. To promote convenient completion schedules, courses are offered on a rotating basis. **NOTE:** Refer to the semester schedule catalog for courses offered in the current semester.

To receive a Certificate of Completion upon fulfillment of program requirements, students must complete a program review form and pay a fee of \$25.00. Counseling services are available for all certificate students. To make an appointment, call (203) 254-4220 or (888) 254-1566.

Grades & Standing

Certificate courses are graded in the traditional manner (see Undergraduate section). Only grades of "C" and above will be credited towards fulfilling certificate requirements. Certain courses in the Professional Development Program are graded on a satisfactory completion basis using the letter grade of "S."

Students taking these courses under an employer's sponsorship should check the employer's grading requirements. There is no time limit for completing a Certificate Program. However, students are encouraged to take at least one course per term.

Credit Options

Students working towards an undergraduate degree may take courses for academic credit only in the following certificate programs: Communications, Computer Graphics, Interior Design and Writing. Students should consult an adviser before enrolling for credit in a particular program. Please call (203) 254-4220 or (888) 254-1566.

Business Certificate Programs

*Call The Leadership Center
for a complete certificate brochure, (203) 254-4170.*

BB 109 Overview of Human Resources

This is a two-semester program designed for those who wish to broaden their perspective of the human resource profession. To those already in the field it gives a comprehensive upgrade; to those new in the field it presents essential knowledge for entry into exempt positions. The two-semester format provides an overview of various aspects of the Human Resource function. Developed in cooperation with the National Human Resources Association. Includes instructional modules covering the functions, the management principles applicable to the field and professional development: Overview of the Field, Employment/Recruitment, Equal Employment Opportunity and Affirmative Action, Compensation/Job Evaluation Benefits, Training and Development, Organizational Development, Management Principles, Professional Development, Outplacement and Labor Relations.

LC 20 Professional Leadership Certificate Program – Fairfield University Campus

This semester-long program for business professionals explores the characteristics and skills that define leadership in business today. Leadership is measured by the results it achieves. Becoming an effective leader requires mastering a broad range of competencies as well as developing and utilizing people related skills. By bringing together experienced management faculty and selected executives representing a diversity of experiences and knowledge, this program generates the atmosphere for new leadership perspectives and the exchange of ideas. The format encompasses interactive lectures by proven leaders, group discussions, self-evaluation instruments and case studies. This course provides the conceptual framework to enable participants to identify and formulate a personalized action plan and the skill set to accomplish this plan. Candidates for this Certificate must submit a resume and schedule an interview prior to registration.

Professional Studies and Certificate Programs

A+ Certification and MCSE Certification

Microsoft Certified classes and COMPTia courses conducted at Fairfield University are held in cooperation with Spectrum Computer Solutions of Plymouth, Massachusetts – a Microsoft Certified Technical Education Center (Microsoft CTEC) and COMPTia Authorized Training Center. A designated program adviser is ready to talk to you about this exciting new opportunity for career advancement. For more information contact our A+/MCSE Advisor at (203) 254-4220, ext. 4159.

Business Management

This certificate program is a skills-oriented learning opportunity designed especially for men and women who are seeking increased success for career advancement and greater job satisfaction.

This individualized Business Management Certificate is offered to students in the School of Continuing Education. Each student meets with a counselor to design a program and select courses most applicable to his or her career goals. Each certificate includes six business courses in a concentration proposed by the student and approved by the Associate Dean. All courses in this certificate are taken for non-credit.

Communication

This program is designed for students preparing for a career in journalism, radio, television, or for more advanced study in writing/communications. Students have the opportunity to plan a course of study to achieve individual goals. Of the six required courses listed below, two must be beyond the introductory level.

Required courses:

2 courses in Written Communication
2 courses in Visual Communication
1 course in Verbal Communication
1 Communication elective

Computer Graphic Design

Fairfield University's Computer Graphic Design program sets the standard for education in the computer graphics industry today. Our continued success is the result of our ability to anticipate career opportunities in today's market while delivering programs that teach solid design solutions using the latest graphics software and techniques. Hundreds of our certificate graduates work in the forefront of today's print, multimedia and Internet design markets. We constantly update our courses and facilities to reflect the explosive growth in design and technology and its impact on the graphics industry. Our small classes are taught by experienced graphic designers and accommodate the busy schedules of our adult students. The Computer Graphics Design Certificate is customized to fit your interests, your experience and your future needs. Whether you are interested in pursuing a Computer Graphics Design Certificate or just want to take some classes to learn the latest software, please contact us for more information at (203) 254-4220.

Each student must complete 8 12-week courses to earn a certificate.

Some Computer Graphic Design courses may be taken for academic credit.

Computer Graphic Courses

For course descriptions and schedules check our web site at www.fairfield.edu/sce/clashour.htm or call for a School of Continuing Education semester catalog.

Required courses:

CG 20 Introduction: Computer Graphic Design
CG 23 Visual Expression: Part I
CG 24 Multimedia Design: Part I
CG 31 Publication Design: Part I
CG 33 Website Design: Part I
CG 34 Graphic Design: Part I

Elective courses:

Choose two elective courses from any of our other courses in computer graphic design.

General Graphic Design

CG 43 Graphic Design: Part II

Print Design

CG 41 Publication Design: Part II

Multimedia and Internet Design

CG 35 Multimedia Design: Part II (Flash)
CG 39 Multimedia Design: Part III
CG 44 Website Design: Part II
CG 51 Internet Page Design: Part III

Computer Graphic Courses

CG 20 Computer Graphic Design: Introduction

(Formerly "Introduction to Adobe Photoshop and "Introduction to Adobe Illustrator")

These two key programs which are fundamentals to the computer graphic design profession have been combined. This course covers the basic skills necessary to the effective applications of these programs. (3 credit option)

CG 23 Visual Expression: Part I

This course will help you develop the basic skills of graphic expression. You will concentrate on developing traditional drawing skills, the skills that you need to get your ideas on paper clearly and effectively. No drawing ability is necessary or assumed. You will work primarily in pencil, but other media will be introduced. (3 credit option)

CG 24 Multimedia Design: Part I

Formerly Introduction to Multimedia. In this course you will learn the fundamentals of creating multimedia presentations. You will use PowerPoint to create effective presentations and will learn the design considerations unique to presentation graphics as well as the design skills fundamental to all graphic design. In addition to PowerPoint, you will be introduced to the other multimedia programs. (3 credit option)

CG 31 Publication Design: Part I

Learn the basic skills you will need to create attractive and readable publications. You will learn about the decision-making process of set up page size; establishing the width and number of columns; integration of line and continuous tone art; using type effectively, and the use of style sheets to increase efficiency. (3 credit option)

CG 33 Website Design: Part I On-Line

Learn the basics of Web/Internet Page Design. Topics include: information design and flow, small site layout, introduction to GUI, web color, basic HTML, and graphics using Adobe Photoshop or Macromedia Fireworks. Students will build their own websites. Prerequisites: CG 21, CG 22 and CG 34 or equivalent.

NOTE: This class will be offered Completely online, allowing students to learn at times which are convenient for them. Course materials, notes and discussions will all be held in a web-based environment. A computer (Pentium 133 or higher for windows, and a PowerPC 120 or higher for the Macintosh), a 4.0 browser, a text editor (Notepad or Simple Text) and internet connection required for registration. For more information call Debbie Lauria (203) 254-4220 x 2911.

(3 credit option)

CG 34 Graphic Design: Part I

(Formerly, Computer Graphics Basic Design) Develop your ability to translate ideas into a finished, well-designed product. You will use both Illustrator and Photoshop to develop your creative potential across a wide spectrum of applications. Some of the topics covered include understanding shapes, colors, basic composition, identifying target markets, and effective use of space. Prerequisites: CG 21 Introduction to Adobe Photoshop and CG 22 Introduction to Adobe Illustrator.

(3 credit option)

CG 35 Multimedia Design Part II (Flash)

This is an intermediate class designed to teach the fundamentals and applications of Macromedia Flash. The course introduces the concepts of designing in multimedia with interactivity. It will explore through examples of television commercials, movie/television credits, feature computer animation, web site design/animation, and computer game animation, how the interactive process enriches the impact for the end user. Macromedia Flash and Microsoft PowerPoint will be taught and reviewed and Dreamweaver and Director will be explored for web applications. Pre-requisites for this course are CG 20 or (21/22), CG 23, CG 24. Helpful but not required are CG 34 and CG 33. (3 credit option)

CG 39 Multimedia Design Part III

In this course you will integrate your experience from Multimedia Design Parts 1 (PowerPoint) and Part 2 (Macromedia Flash), as well as your knowledge of Photoshop, Illustrator, and your experience with other graphic programs. Flash will be the primary program used in this course. Prerequisites for this course are CG 21, CG 22, CG 24, CG 34, CG 35, CG 43.

(3 credit option)

CG 41 Publication Design: Part II

A continuation of "Print Design: Part I", this course extends your abilities to function in the field of print design. To accomplish this goal, you will receive instruction in more advanced use of the key print design programs (PageMaker and QuarkXpress), and you will continue to expand your understanding of the design concepts that lead to high impact print design. In this course we will also introduce you to the practical considerations of print production. You will learn the entire process from designing a printed piece on the computer to it's journey through a commercial printing firm and the problems and pitfalls that lie between concept and final product. A trip to a commercial printing firm is included in this course.

(3 credit option)

CG 43 Computer Graphic Design: Part II

(Formerly, "Computer Graphic Advanced Design and Advanced Photoshop") This course uses and extends skills learned in "Computer Graphics Design: Part I". Design projects will allow students to apply their creativity and knowledge of software to work solutions encountered in design studios, corporate design departments and advertising agencies. Prerequisite: CG 34 Computer Graphic Design: Part I. (3 credit option)

CG 44 Website Design: Part II

By the end of this course you will have built a 'prototype' web product or service. Topics covered will extend information covered in INTERNET DESIGN I, as well as introduce new concepts. Included are: Information Design and Flow Part II; Intermediate Site layout; Advanced GUI; HTML intermediate; Web graphics with Freehand Shockwave; animations with GIF's. Prerequisite for this course is CG 33. (3 credit option)

CG 51 Internet Page Design: Part III

In this course you will integrate your experience from Internet Page Design Parts 1 and 2, your knowledge of Photoshop, and your experience with Macromedia Flash to create websites. The primary program for creating websites will be Dreamweaver and, while no Dreamweaver background is required, the prerequisites for the course are CG 21, CG 22, CG 24, CG 33, CG 35 and CG 44.

CG 70 The Business of Web Design

As the Web continues its explosive growth, more designers are finding an exciting, and potentially large, market for their skills. This one-day seminar will explore the business side of web design, starting with the ways to find clients and progressing through the kind of hardware and software needed, and the always interesting question of charges and billing.

CG 71 Understanding Web Technology

This seminar is intended to clarify the technology of the internet at a conceptual level. We will discuss the proliferating "alphabet soup" that has become the jargon of the internet, the many components of the internet and how they interact, and other topics that will increase your understanding of this exciting new medium.

CG 72 Publication Design Workshop: Part 1

This two-day workshop will cover some of the many problems in developing effective print material. Topics covered will include layout, color, and production. Teaching will be through use of examples and exercises that will encourage the student to experiment with different solutions of design problems.

CG 75 Web Design Workshop: Part 1

This two-day workshop will allow you to explore different aspects of web site design including incorporating sound, animation, etc., as well as topics covering site efficiency, color, and navigation.

CG 76 Web Design Workshop: Part 2

This one-day workshop is a continuation of Part 1 and will extend and expand your knowledge of topics covered in that session. Prerequisite: Part 1

CG 77 Web Design Using Front Page

In this 2-day course, you will learn the fundamentals of Microsoft Front Page and how you can use it to create personal or business websites. Whether you choose this course or the Dreamweaver course (CG 89) depends on the software you will be using in web design.

CG 83 HTML – Level I

An introduction to HTML tags: View HTML Code, Copy Web Page Code, Modify HTML Code, Create an HTML Document, the HTML Editor, Define Header, Title, and Comments, the HTML Body, Modify Body Text, Format Font Properties, Preformatted Text, Logical Styles, Physical Styles, Lists, Footers, Insert an Inline Image, Bulleted Lists, Ordered Lists, Definition Lists, Menu Lists, Combine List Types.

CG 84 HTML – Level II

Develop a variety of links and graphics: Explore Web Links, Links within a Page, Links to Related Pages, Links to Outside Pages, Hypermedia Links, Planning Sites, Navigation Menus, Links to Other Sites, Mailto Links, Text Only Web Pages, Capture Internet Graphics, Background Colors and Links, Background Images, Multiple Graphics.

CG 85 HTML – Level III

Explore advanced techniques: Align Using Preformatted text, Lists with Form Elements, Tables in Forms, Make a Grid, Multiple Forms, Graphic Resolutions/Sizes, Download Links, Client Pull, JavaScripts, and Interlaced GIF, a Transparent GIF, GIF Special Effects, GIF Animation, Background Sound, Real-Time AVI Videos.

CG 86 HTML – Level IV

Explore advanced techniques: Align Using Preformatted text, Lists with Form Elements, Tables in Forms, Make a Grid, Multiple Forms, Graphic Resolution/Sizes, Download Links, Client Pull, JavaScripts, and Interlaced GIF, a Transparent GIF, GIF Special Effects, GIF Animation, Background Sound, Real-Time AVI Videos.

CG 87 Microsoft FrontPage: Part I

An introduction to the Microsoft program FrontPage. A full day of developing web page designs and solutions with this new technology. Explore FrontPage, add pages to a web, use page templates, use spell check, find and replace, create bookmarks, create internal hyperlinks, create external hyperlinks, create an image hyperlink, create navigation tools, verify hyperlinks, use a Web Wizard, add and complete tasks, use a template, import files, manage web structure.

CG 88 Java for Internet Design: Part I

Java as the premier programming language of the Internet. Java applications can be used in conjunction with web specific scripts in Java, VB, Perl and C++, and information on MacPerl. Take full advantage of Java's "write once run anywhere" capabilities overcoming communication problems across heterogeneous operating systems and networks, allowing seamless calls and updating throughout legacy systems. VRML 2.0 Geometry Parser and DHTML tags with Dreamweaver will be reviewed.

CG 89 Website Design Using DreamWeaver

Learn how to use Macromedia's dynamite new visual web creation tool to create and maintain a website for home or business. Build web pages, embed images with and without image maps, with multimedia as well as Javascript enhancements.

CG 90 Microsoft FrontPage II

A continuation of the Microsoft program FrontPage. A second day of developing web page designs and solutions with this new technology. Use the import Web Wizard, create headings and align text, insert inline graphics, apply and change themes, create and apply custom themes, add a page banner and navigation bar, apply and edit shared borders, use transparent images, convert graphic types, modify an image, create a hot spot.

CG 91 Microsoft FrontPage III

A continuation of the Microsoft program FrontPage. A third full day will focus on developing web page designs and solutions with this new technology. Modify page layout, create a bulleted list, create a numbered list, create nested lists, define a table, format table cells, embed a table, add and modify cell content, create a marquee, apply Dynamic HTML effects, use the banner ad manager, add a hover button, format page transitions, add audio and video effects, create a frameset, edit frame properties, add and delete frames.

CG 92 Microsoft FrontPage IV

A final, full day of developing web page designs and solutions using FrontPage. Includes: published webs; frames; boxes; buttons and dynamic elements.

CG 94 Java for Internet Design: Part II

Advanced JavaScripts are developed for validating user-entered text data, validating user-entered number data, validating user-entered check box data, Submit and Reset buttons for web-specific scripts in Java, VB, Perl and C++. Integration with DHTML tags and Dreamweaver and MSFrontpage will be reviewed, in addition to scrolling text banners, multi-tables and multi-frames, allowing seamless calls and updating.

CG 95 Adobe Photoshop Workshop

This 2 half-day workshop will extend your understanding of and skills of Photoshop through hands-on exercises and class projects. Prerequisite: Introduction to Adobe Photoshop or equivalent experience.

CG 96 Adobe Photoshop Workshop: Part 2

This half-day workshop will extend your understanding of and skills of Photoshop through hands-on exercises and class projects. Prerequisite: Introduction to Adobe Photoshop or equivalent experience.

CG 97 Adobe Illustrator Workshop

This half-day workshop will extend your understanding of and skills with Adobe Illustrator through hands-on exercises and class projects. Prerequisite: Introduction to Adobe Illustrator or equivalent experience.

CG 98 Adobe Illustrator Workshop: Part 2

This half-day workshop is an extension of Part 1. We will continue work on exercises to enhance your Illustrator skills. Prerequisite: Adobe Illustrator Part 1.

CG 105 Portfolio Workshop

This two 1/2 day course examines the general techniques in preparing an effective portfolio. Students will bring in their own portfolios, or bring in the work they wish to include in their portfolios, for advice and discussion. The course is intended for students seeking guidance in assembling their first portfolio as well as those who would like to refine or modify an existing portfolio.

Focus Seminars

Our Focus Seminars concentrate on specific skills, technical aspects, and applications. They are constantly updated to reflect changes both in the industry and the needs of the students. *Certificate students please note: Focus Seminars can be applied to a certificate as electives (4 Focus Seminars equal one, 12-week elective).*

Focus Seminars

- CG 70 The Business of Web Design
- CG 71 Understanding Web Technology
- CG 72 Publication Design Workshop: Part 1
- CG 75 Web Design Workshop: Part 1
- CG 89 Website Design Using DreamWeaver
- CG 95 Adobe Photoshop Workshop
- CG 97 Adobe Illustrator Workshop
- CG 105 Portfolio Workshop

On-Line Web Based Computer Information System Courses

Update your skills, discover a new talent or chart a career path at your own pace. Each on-line course runs for six weeks and consists of 12 lessons. The lessons are supplemented with interactive quizzes, assignments, tutorials and online discussion areas. All materials are made available to you over the World Wide Web.

Participants need a computer and a Web Browser (Netscape or Internet Explorer). Simply register for the course and take the orientation by the registration/orientation deadline. Each course costs \$99.00. Call (203) 254-4220 for more information.

Interior Design

Interior Design

This program is for students who are seriously committed to improving living and working environments and who wish to become visually articulate. The program aims to provide hands-on design experience, and training that enables students to translate abstract concept into three-dimensional reality. Students develop the kind of portfolio and style of presentation that are the mark of a professional. Some courses in this program may be taken for academic credit. Upon satisfactory completion of 9 required courses and one required elective, plus a favorable evaluation of the portfolio, students receive a Certificate of Completion.

Courses listed below in Group A are prerequisite to those in Group B, followed by more advanced courses in Group C. Electives vary during the academic year.

Required Courses - ten required courses and a favorable evaluation of portfolio. To enhance their knowledge of the interior design field, students are encouraged to take additional elective offerings, such as CADD, Business of Interior Design and others.

Group A - Required:

Interior Design I
History of Furniture
Drawing and Presentation

Group B - Required:

Perspective Techniques
Interior Design II
Color Design
History of Furniture II
Lighting for Interiors

Group C - Required:

Commercial Design
Interior Design III

Various optional electives are offered throughout the year.

Interior Design Courses

IN 109 CADD:

Computer Aided Design and Drafting

This two-day course introduces computer aided design. Students learn the basic skills to create both plan and elevation drawings, as well as the ability to edit existing drawings. Students need to have basic computer skills including use of the mouse. *(non credit only)*

IN 110 Interior Design I

An introduction to developing the judgment and skill to conceive and execute a successful residential interior design project. Weekly design problems present the appropriate integration of aesthetics and function. Students experience the issues and difficulties a professional must face, learning the appropriate steps from client interview to presenting accurate scale drawings in plan and elevation. Finally, students present a total interior environment complete with furniture layout and selection, color, pattern and full architectural details. For the first class students should bring supplies listed in the course syllabus available in the School of Continuing Education office. *(3 credit option)*

IN 113 History of Furniture I

This course examines the major styles of furniture from Egyptian through the Renaissance and Baroque (15th-17th centuries) to the Rococo and Neoclassical periods (early 19th century). Examples are drawn mainly from Italy, France, England and Germany, with emphasis on mastering the specific features of each style and on acquiring and understanding the ideas that shaped the thinking and influenced the furnishing practices in each era. Two class sessions are presented at the Metropolitan Museum of Art, New York City. Second section offered in the Spring. Both sections are required and should be taken in sequence. *(3 credit option)*

IN 114 History of Furniture

American furniture from 1650-1830 and its relationship to English prototypes. The course also covers Victorian furniture styles through contemporary trends both in the U.S. and in Europe. Emphasis is on learning the characteristics of each period as well as a discussion of the material culture of the time. *(3 credit option)*

IN 119 Drawing and Presentation

An introduction to drafting techniques for the preparation of architectural interior drawings emphasizing drafting and detailing room plans, elevations and sections. Covers drafting for architectural purposes, drawings for client presentation, techniques of presentation, and board mounting. A final project with finished floor plans, elevations, and sample boards is required. The instructor will inform students of supplies to be brought to class. Students with no previous experience in drawing should take this course first. *(3 credit option)*

IN 120 Decorative Arts

This course provides students with new ways to look at objects, and is of interest to collectors, designers or anyone interested in the history of art. In the study of material culture, objects are used as documents which can inform us about the culture that produced them. Evidence of national, political or regional differences can be found as well as gender and social bias. *(non credit only)*

IN 211 Interior Design II

Building on the design fundamentals of Interior Design I, students continue to develop their abilities at space planning, learning to prepare and deliver persuasive presentations. Expanding knowledge of tools designers have to work with, including color, special finishes, building materials, furnishings, fabrics, window treatments, floor coverings, and accessories. Special emphasis on kitchen and bath design. Weekly lectures. Creativity and problem solving skills are fostered through a series of residential design projects reinforcing the logical nature of the design process. Discussion of business procedures is also planned. Final project to include floor plans, elevations, color, furniture selections, and budget estimates. Students should bring drawing materials to first class. *(3 credit option)*

IN 212 Interior Design III

Students present only one project. They document, by blueprint and/or photos, an existing residential space, including complete floor plans, furniture detailing, prospective drawing of one space, lighting plans, and detailed presentation boards, showing all fabrics, furniture, wall coverings and rugs obtained solely from New York showrooms. Students prepare a spec book. The project equips the student with a comprehensive presentation covering the entire course content. *(3 credit option)*

IN 214 Commercial Design

Students learn the importance of the surrounding environment in a working situation and professional techniques for planning and executing business interiors. Readings, lectures, project organization and studio assignments stress the principles of good design and the practical skills needed to function professionally. Students should bring to the first class a drawing board, scale ruler, a 12 foot roll of canary tracing paper and black felt tip pens. *(3 credit option)*

IN 215 Lighting for Interiors

Introduces the various types of lighting equipment and their effects. How to draw an accurate lighting plan and enhance interior designs with light. A tour of Lightolier Designer Showroom will show the effects possible with today's incandescent and fluorescent lighting. One session is a field trip. *(non credit only)*

IN 216 Kitchen and Bath Design

This course presents the fundamentals of space planning, materials, equipment, and aesthetics for professionals planning to work with clients in designing kitchens and baths. Layout, problem solving, elements of design, product information,

mechanical systems, lighting, color and special needs planning are presented. Using case studies, the students learn drafting and presentation techniques as well as the steps necessary to see a project through to completion. (8 sessions) *(non credit only)*

IN 220 Perspective Techniques

Builds on the students basic knowledge of planning and interior space, and teaches the techniques of interior perspective. Completed projects become part of the student's portfolio. A basic, easy to understand method of perspective drawing is used. *(3 credit option)*

IN 221 Business of Interior Design

Illustrates the role of the interior designer as a businessperson, with emphasis on the client/designer relationship as well as the organizational skills needed to run a successful business. Students analyze and discuss client/business related problems, and experience the process of following one project from design conception to final billing of services. *(non credit only)*

Institute for Retired Professionals

RP Institute for Retired Professionals

Designed to meet the intellectual needs of professionals retired from careers in industry, government and education. It provides the opportunity for retirees to use their experience and talent in seminars and discussion groups led by Fairfield University faculty and experts from the community. Members may audit one undergraduate credit course per semester from a list of selected courses. For further information and/or a program brochure, call (203) 254-4220.

Open Visions Forum

The Open Visions Forum, a University-wide program of the School of Continuing Education, is designed to challenge "the life of the mind" and features superstars from the worlds of Broadway, journalism, film, literature, the arts and education. Past guest lecturers have included Philippe de Montebello, Frances Mayes, Helen Thomas, George Stephanopoulos, Stephen Sondheim, Morris Dees, Gloria Steinem, Mary Travers, William F. Buckley, Tony Kushner, Daniel Schorr, Mia Farrow and many more. All lectures take place at the Quick Center for the Arts. Call the Quick Center Box Office for ticket information at (203) 254-4010.

Certificate in Financial Planning

This Certificate in Financial Planning™ will meet the needs of professionals who work to assist and serve clients in planning for present and future financial security. The program is designed for people working in financial planning, insurance, banking, investments, accounting and law as well as other professionals interested in learning more about the financial planning process. The curriculum is designed to meet and exceed the criteria set by the CFP™ Board of Standards and will result in successful financial planning learning outcomes and a positive learning environment. The program encourages students to pursue the CFP™ designation and prepare appropriately for a career as a personal financial planner. Through this new Certificate in Financial Planning™ a strong student/faculty/community network can be established to support the community's need for well-educated and informed personal financial planning professionals.

- BB 130 Fundamentals and Principles of Personal Financial Planning
- BB 134 Investment Planning
- BB 132 Insurance Planning and Risk Management
- BB 136 Federal Income and Property Taxation
- BB 138 Retirement Planning and Employer Sponsored Benefits
- BB 140 Estate Planning

For course descriptions visit our website at www.fairfield.edu/sce/clashour.htm.

Admission: Students must have completed a Bachelor Degree. Students should have some knowledge of accounting principles, finance and economics gained either through academic courses or on-the-job learning. Students should have an interest in pursuing a career in personal financial planning.

All courses in this program are taken on a non-credit basis. Courses are evaluated with a letter grade.

Upon completion of all courses offered, a Fairfield University certificate will be awarded.

Writing Certificate

This certificate program is for beginners as well as advanced writers. New writers hone their skills and develop discipline as well as creativity; more advanced writers learn to let go of old habits and take some new risks. Student works are presented regularly for group response and evaluation. An integral aspect of the writing program is the talent and experience of the faculty. All are published writers eager to share their skill and love of writing. Students must have completed two introductory college level writing courses or the equivalent before enrolling in the program. Upon satisfactory completion of eight upper level writing courses, a certificate of completion will be awarded. Courses must be from both fiction and non-fiction genres.

More Professional and Personal Development Courses

The School of Continuing Education offers a number of Professional and Personal Development courses each semester that are not part of a certificate program. Some examples, Return to Nursing, Manhattan Art Tours, Acting Workshop, Antiques, People's Law School, GMAT/LSAT Prep course, Insurance, ABC's of Proofreading, and Computer Training on-line courses.

DIRECTORY

Faculty – Credit

Rochelle Almeida

B.A., M.A., M.Phil., Ph.D., University of Bombay

Barbara Amodio

B.A., M.A., Ph.D., Fordham University
 Degree Supérieur de Hautes Etudes et Civilization,
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Career and Academic Counselor

Kathleen Schock

Advisor

Sharon Wilcox

Operations Assistant to the Dean

Edna Farace Wilson, Ed.D.

Dean

Notification of Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

- (1) The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.

Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

- (2) The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.

Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

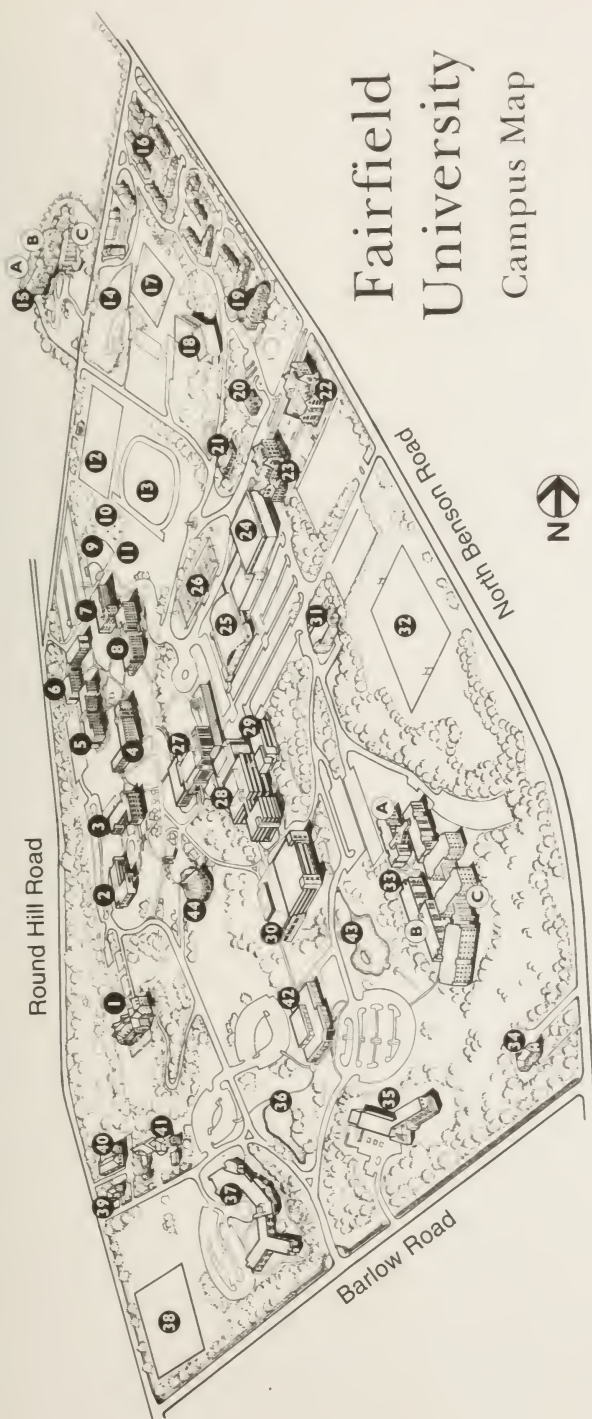
- (3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

- (4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by Fairfield University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-4605



Fairfield University

Campus Map

1. Bellarmine Hall
2. Donnarumma Hall
3. Canisius Hall
4. Gonzaga Hall
5. Regis Hall
6. Jagues Hall
7. Campion Hall
8. Loyola Hall
9. Alumni Softball Field
10. Basketball Courts
11. Campion Field
12. University Field
13. Varsity Field
14. Alumni Diamond
15. Dolan Campus
 - A. John C. Dolan Hall
 - B. David J. Dolan House
 - C. Thomas F. Dolan Commons
16. Student Town House Complex
17. Alumni Field
18. Walsh Athletic Center
19. McAuliffe Hall
20. Alumni House
21. The Levee
22. Xavier Hall
23. Berchmans Hall

24. Recreational Complex
25. Alumni Hall - Sports Arena
26. Tennis Courts
27. Barone Campus Center
28. Bannow Science Center
29. School of Nursing
30. DiMenna-Nyselius Library
31. Central Utility Facility
32. Grauert Field
33. The Village
 - A. Koska Hall
 - B. Claver Hall
 - C. New Apartments

34. Jesuit Residence - St. Robert
35. Jesuit Residence - St. Ignatius
36. Bellarmine Pond
37. Charles F. Dolan School of Business
38. Barlow Field
39. Southwell Hall
40. PepsiCo Theatre
41. Maintenance Complex
42. Regina A. Quick Center for the Arts
43. Hopkins Pond
44. Egan Chapel of St. Ignatius
- Loyola and Pedro Arrupe, S.J.
- Campus Ministry Center

DIRECTIONS - TO REACH FAIRFIELD UNIVERSITY:

- From New York via Connecticut Turnpike (I-95). Take Exit 22. Turn left onto Round Hill Road.
- From New Haven via Connecticut Turnpike (I-95). Take Exit 22. Turn right onto North Benson Road (Rt. 135).
- From New York or New Haven via Merritt Parkway (Rt. 15). Take Exit 44, at bottom of ramp turn left; at light turn south onto Black Rock Turnpike; proceed 2 miles to Stillson Road (Rt. 135) and turn right. Bear left onto North Benson Road to the entrance.

www.fairfield.edu

School of Continuing Education



Fairfield
UNIVERSITY

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